



Composition 11

4-credit course for English 11

Course Outline

Trudy Davis

Course Overview

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

Course Content/Materials

This course uses a novel as the basis for 4 of the 8 units. Along with sections of the novel, other text and audio material will be studied in order to make comparisons and to better understand the writing skills for that unit. The novel will be available online, so there's no need to purchase it, unless desired.

Getting help

I am happy to work with students via email, phone, and face-to-face, when possible. The best way to reach me is through email. Students are expected to provide meaningful, thoughtful, and mature/appropriate responses in their work. Communication with me should be the same, and they should expect the same from me.

Evaluation

The focus of the course is learning about and improving on various styles of writing. Part of this involves writing with correct wording, sentence structure, and mechanics, such as punctuation. Although I don't take many marks off, I still expect students to show that they know and can use the rules of English in their writing. Help with this is always available, if needed.

Assignments are marked using rubrics and other formats that are included in the assignments or on the assignment page. I type comments, suggestions, and other pertinent information on the returned assignment to help students better understand the material. I also highlight errors that students should be able to fix on their own based on previous English courses. Students are permitted to revise most

assignments (except invigilated work, tests and the mid-term exam) *once* for a better mark. I will take the higher mark.

Invigilation

There are two times in the course when the student will need to do their work in front of an invigilator. We have EBUS-approved invigilators who will set up *online invigilation* with the student. A week's notice is generally needed to arrange for invigilation, and students must give permission for me to share contact information with the invigilator so that they can make arrangements with the student directly.

Format

There are 8 units for the course, but each unit varies in length and difficulty containing a variety of assignments based on reading, writing, and revising. The value of assignments is based on the type of assignment, not the unit itself.

Start-up Assignments (First 4 assignments) - 7%

Polished Assignments - 15%

Writing Techniques Online Activities - 10%

"Up to Now" Invigilated Quiz - 7%

Mid-term Exam - 10%

"How are you doing" check-ins - 3%

Portfolio - 7%

All other written work – 40%

Course Survey – 1%

I have given some guideline times for each unit, but these suggested times are averages. The time it takes a student to complete an assignment *varies greatly*, and I can't really predict with any accuracy. If the student wishes to complete the course within the typical 5-month timeline, however, they should use the table below as a guide.

Unit	Main Focus	Guideline Time
Intro Unit: How to be successful in this course	Several pieces of information that will help students understand how to navigate the course, how I mark, and how to get the best possible marks. This unit is not for marks but is very important and needed for the first assignment.	2 hours

Unit 1: Let's Get Started!	Reviewing the key points in the Intro Unit, introducing yourself, learning about/reviewing writing techniques, and starting the novel. First invigilated quiz. Main writing activity: Poem	4 weeks
Unit 2: Making It Real	Reading section one of the novel, a short story, a newspaper article, and learning about/reviewing writing techniques. Main writing activity: Newspaper Article	4 weeks
Unit 3: Being Mindful	Reading section two of the novel, listening to and preparing a speech, and learning about/reviewing writing techniques. Main writing activity: Speech	4 weeks
Unit 4: Midterm Exam	Exam – Invigilated online by an EBUS invigilator.	2 hours
Unit 5: Mixing it Up!	Reading section three of the novel, exploring the elements of various types of essays, listening to and reading a comedic piece, writing an essay, and learning about/reviewing writing techniques. Main writing activity: Essay	4 weeks
Unit 6: How Do You Differ?	Reading section four (last part) of the novel, looking at character traits in the novel, writing a compare/contrast essay OR a short story in response to the novel, novel test. Main writing activity: Compare/contrast Essay OR Short Story	2 weeks
Unit 7: Portfolio	Creating a portfolio of all polished pieces for the course as a way to organize and display the student's best work.	2 weeks
Unit 8: Course Survey	Feedback of the course in a quick questionnaire	15 minutes
Total time:		20 weeks = 5 months

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, parents and students will be contacted via an emailed “inactivity report”. If deemed necessary, contact with the student’s home school may also occur to help determine a solution.

Students are expected to let me know when they are struggling with course content. In response, I will provide appropriate help or strategies to support learning. I will also provide feedback on course work to support learning and help students improve.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date after discussions with me.

Student Expectations

- ☐ Adhere to the EBUS Academic Integrity Policy
- ☐ Contact your teacher when help is needed
- ☐ Review feedback from assignments and tests
- ☐ Work to complete the course in a timely manner
- ☐ Communicate respectfully
- ☐ Review progress reports

Informal Reporting

Progress Reports will also be sent to students and parents regularly - typically every two weeks.

Contacting Me

Because I am working from home, the only way to reach me is through email (tdavis@sd91.bc.ca). If needed, we can easily set up a phone call or TEAMS meeting.

<u>Learning Standards</u>	
Curricular Competencies	Content
<i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i> Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none">• Read for enjoyment and to achieve personal goals• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and understand the diversity within and across First Peoples societies, as represented in texts	<i>Students are expected to know the following:</i> Text forms and text genres Text features and structures <ul style="list-style-type: none">• form, function, and genre of texts• narrative structures found in First Peoples texts• protocols related to the ownership of First Peoples oral texts

<ul style="list-style-type: none"> • Understand the influence of land/place in First Peoples and other Canadian texts • Access information for diverse purposes and from a variety of sources to inform writing • Evaluate the relevance, accuracy, and reliability of texts • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking • Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact • Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking • Respond to text in personal, creative, and critical ways • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Express and support an opinion with evidence 	<p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • language features • elements of style • usage and conventions • citation techniques • literary elements and devices
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| <ul style="list-style-type: none">• Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context• Use acknowledgements and citations to recognize intellectual property rights• Transform ideas and information to create original texts, using various genres, forms, structures, and styles• Experiment with genres, forms, or styles of creative and communicative texts | |
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