

COMPOSITION 11 (4 credits)

Description

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

Suggested interdisciplinary links:

- publishing process and industry (Applied Design, Skills, and Technologies)
- writing within a specific field or profession (Social Studies, Science, Math)
- researching and writing within a specific academic discipline (Science, Social Studies)
- advertising writing accompanied by art/graphics (Visual Art; Applied Design, Skills, and Technologies)

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize the diversity within and across First Peoples societies represented in texts • Recognize the influence of place in First Peoples and Canadian texts • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts; guide inquiry; and extend thinking • Synthesize ideas from a variety of texts/sources • Recognize and appreciate how different forms, structures, and features of texts reflect a variety of purposes, audiences, and messages • 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 how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world 	<p><i>Students are expected to know the following:</i></p> <p>Text features and structures</p> <ul style="list-style-type: none"> • features and structures of First Peoples text: <ul style="list-style-type: none"> – narrative structures found in First Peoples texts – issues related to the ownership of First Peoples texts, and protocols for their use – the legal status of First Peoples oral tradition in Canada <p>Writer's craft</p> <ul style="list-style-type: none"> • characteristics of writers • voices, styles, and perspectives • writing as a process • authentic audiences and real-world purposes <p>Writing genres</p> <ul style="list-style-type: none"> • forms of written communication • relationship between form and function • different purposes • formats

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways • Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and how they contribute to meaning <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 understanding and extend thinking • 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 literary, imaginative, and informational texts for a variety of purposes and audiences • Express and support an opinion with credible evidence • Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • 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 new or unfamiliar genres, forms, structures, and styles • Use the writer’s craft and demonstrate skills characteristic of writers 	<p>Writing style</p> <ul style="list-style-type: none"> • literary techniques and devices • stylistic choices • techniques of specific genres

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include novels, articles, and short stories.
 - Visual texts include posters, photographs, and other images.
 - Digital texts include electronic forms of all the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

Curricular Competencies – Elaborations

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- **Access information:**
 - consider prior knowledge
 - source credible works from academic databases
- **diverse purposes:**
 - express and reflect
 - inquire and explore
 - inform and explain
 - analyze and interpret
 - take a stand
 - evaluate and judge
 - propose a solution
 - seek common ground
 - compare and contrast
 - synthesize

Curricular Competencies – Elaborations

- narrate
- describe
- **variety of sources:** including print, digital, visual, artistic, and diverse cultural sources
- **evaluate its relevance, accuracy, and reliability:** consider point of view, bias, propaganda, and voices left out or omitted
- **strategies:**
 - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify theme, draw conclusions
 - consider titles, beginnings, climaxes, key details, extended descriptions, names, repetition, surprises, endings, and changes in direction, setting, or point of view
- **variety of contexts:** distinguish between independent and collaborative settings, formal and informal situations
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, post-modern picture book, close-captioned film).
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole
- **different forms, structures, and features of texts:**
 - Students will read a diverse selection of sample works as a framework for their own writing goals and development.
 - Students will develop a digital, print, or multimodal portfolio that demonstrates the breadth of their body of work and growth as a writer.
- **Recognize how language constructs personal, social, and cultural identity:** Writing can be a reflective and reflexive process that increases self-awareness.
- **reflectively:** includes metacognitive strategies such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **Construct meaningful personal connections between self, text, and world:**
 - Writing can be a reflective and reflexive process, connecting individuals to others.
 - Character-driven text increases the reader’s ability to understand others and be empathetic.
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking:**
 - Writers exchange works, listen to feedback, and gain deeper insights and understandings.
 - Writers respond to others’ work with constructive feedback, open-mindedness, and sensitivity to others’ feelings and relationships within the community.
 - Writers understand and accept divergent viewpoints and perspectives.
- **writing and design processes:** Writers approach their work from various entry points with a variety of styles and voices.
- **variety of purposes and audiences:** Writers write for authentic purposes and real-world audiences based on their strengths and passions.
- **Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message:** Writers consciously make changes and revisions.
- **audience:** Students expand their understanding of the range of audiences to include children, peers, professionals, and technical, academic, and business audiences, and expand and refine evidence-based writing for academic and related audiences.
- **acknowledgements and citations:** citing sources in appropriate ways (e.g., bibliography, works cited, parenthetical documentation) to understand and avoid plagiarism

Content – Elaborations

- **narrative structures:** circular, iterative, cyclical
- **protocols:** First Peoples stories often have protocols (when and where they can be shared, who owns them, who can share them) because they are told by many people and passed down through generations. There are no recognized authors.
- **First Peoples oral tradition:**
 - In Canadian law, First Peoples oral history is valid evidence of ownership of the land.
 - The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues; see resource disputes (e.g., Delgamuukw or Xenigwetin), treaties and title issues (e.g., Nisga'a), environmental impact studies (e.g., Puntledge River dam, Berger Inquiry).
- **voices, styles, and perspectives:**
 - humour
 - satire
 - archaic language
 - cliché
 - artistic versus journalistic
 - formal versus informal
 - persona
 - voice
 - point of view
- **authentic audiences:**
 - local or global community
 - individuals or groups
- **real-world purposes:**
 - print or online
 - blogs, journalism, letters, writing contests
- **Writing genres:**
 - authenticity versus sentimentality
 - literary forms, devices, and techniques
 - advanced composition:
 - essay styles (e.g., expository, descriptive, narrative)
 - essay purposes (persuasion, argumentation)
 - structure (hook/lead, thesis, support, transitions, conclusion)
 - memoir:
 - place-based writing

Content – Elaborations

- relationship between place and story
- oral tradition
- film and print memoir
- essay style (narrative, descriptive, expository)
- interviews and research
- academic research and writing:
 - citing techniques
 - databases for specific fields
- technical and business communication:
 - jargon of specific fields and professions
 - forms of letter writing
 - instructions, manuals, pamphlets, proposals, pitches
 - layout and format
 - social media formats
- **formats:**
 - paragraphing
 - line breaks
 - typography
 - spacing
 - layout
- **literary elements and devices:**
 - choice of diction
 - rhetoric and rhetorical devices
 - syntax
 - sentence type and variety