

COMPOSITION 12 (4 credits)

Description

Composition 12 is designed to support students in their refinement and pursuit of mastery of written communication. Students will read and study exemplary 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, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing for a range of situations.

The following are possible areas of focus within Composition 12:

- 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

BIG IDEAS

<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p>	<p>People understand text differently depending on their worldviews and perspectives.</p>	<p>Texts are socially, culturally, geographically, and historically constructed.</p>	<p>Language shapes ideas and influences others.</p>	<p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p>
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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 • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view • Understand the diversity within and across First Peoples' societies as represented in texts • Understand the influence of land/place in First Peoples' and other Canadian texts • Use information for diverse purposes and from a variety of sources to inform writing • Evaluate the relevance, accuracy, and reliability of texts • Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking • Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A variety of text forms and genres <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • narrative structures found in First Peoples' texts <ul style="list-style-type: none"> – protocols related to the ownership of First Peoples' oral texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • multimodal writing strategies • metacognitive strategies • writing processes • reading strategies • oral language strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • usage and conventions • citation techniques • literary elements and devices

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts • Appreciate and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and understand 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 transform thinking • Respond to text in personal, creative, and critical ways • Select and apply appropriate 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 to achieve purpose • Evaluate and refine texts to improve their 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 	