

Course	Creative Writing 11
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### **Course Description:**

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills. The following are possible areas of focus within Creative Writing 11:

- shortfiction and poetry – suggested content includes flash-fiction (micro-fiction, drabble, non-fiction, twitterature), graffiti, sub-genres (e.g., adventure, children’s literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function
- creativenon-fiction – suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings
- memoir – suggested content includes place-based writing, narrative, film memoir, sample readings

### **How will your mark be calculated?**

Communication	22%
Thinking	22%
Personal and Cultural Identity	22%
Personal and Social Responsibility	22%
Independent Novel Study	10%

Final Test	2%
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### **Resources:**

All resources are provided within the course. Students will need good access to the Internet and will be required to use some online tools. Students will have to get a novel for the novel study unit.

**Communication:** Assignments are submitted directly through your Canvas course. Constant communication with your teacher is key to success in a DL course. Phone or email or message your teacher for help whenever necessary.

**Goalsetting:** This course is self-paced and self-directed. Students should plan on working 5-6 hours a week on this course. It is highly recommended that the student create a calendar of monthly, weekly and even daily goals. Contact your teacher if help is needed doing this.

### **Learning Standards**

The activities in this course are designed to address the learning standards as outlined in the BC Ministry of Education's English Language Arts 11 curriculum.

### **Comprehend and connect (reading, listening, viewing)**

- 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
- 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
- Recognize and understand how different forms, formats, 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 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
- Recognize an increasing range of text structures and understand how they contribute to meaning
- Identify bias, contradictions, distortions, and omissions

## **Create and communicate (writing, speaking, representing)**

- 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
- 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
- Manipulate language purposefully

*Students are expected to know the following:*

\*Text forms and genres

\*Text features and structures

- form, function, and genre of texts
- elements of visual/graphic texts
- narrative structures found in First Peoples texts
- protocols related to the ownership of First Peoples oral texts

\*Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

\*Language features, structures, and conventions

- elements of style
- exploration of voice
- citation techniques
- literary elements and devices
- literal meaning and inferential meaning