COMPOSITION 11 (4 credits)

Description

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.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

BRITISH
COLUMBIA
Ministry of Education

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. | People are empowered by being able to communicate effectively. | Engagement with writing processes can support creativity and enhance clarity of expression. |

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	*Students are expected to know the following:*

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

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
- 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

Content

Students are expected to know the following:

Text forms **and text** genres

Text features and structures

- **form, function, and genre of 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

- language features
- **elements of style**
- **usage** and **conventions**
- citation techniques
- **literary elements and devices**

Learning Standards (continued)

Curricular Competencies	Content
- 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 **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 - Experiment with genres, forms, or styles of creative and communicative texts	

- **text/texts:** "Text" and "texts" are generic terms referring to all forms of oral, written, visual, or 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 of 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.

- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity

- **relevance:** Consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience.

- **reliability:** Consider point of view, bias, propaganda, and voices left out, omitted, or misrepresented.

- **strategies:** Strategies used will depend on purpose and context. These may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions.

- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial, and that can be delivered via a variety of media or technologies (e.g., music video, graphic novel, closed-captioned film)

- **forms:** Within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter.

- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, and colour

- **structures:** refers to the way the author organizes text

- **features of texts:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/textboxes.

- **Respectfully exchange ideas and viewpoints:** using active listening skills and receptive body language, paraphrasing and building on others' ideas, disagreeing respectfully, extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments), collaborating in large and small groups

- **speaking:** Strategies may include conscious use of emotion, volume, pace, pause, inflection, and emphasis.

- **listening skills:** Strategies may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully.

- **range of purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain

- **writing and design processes:** There are various writing and/or design processes depending on context, and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, and selecting appropriate format and layout.

- **audiences:** Students expand their understanding of the range of real-world audiences. These can include children, peers, community members, professionals, and local and globally connected digital conversations.

- **refine texts to improve clarity, effectiveness, and impact:**
  - creatively and critically manipulating language for a desired effect
  - consciously and purposefully making intentional stylistic choices, such as using sentence fragments or inverted syntax for emphasis or impact
  - using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types

- **acknowledgements and citations:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

- **genres:** literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)

- **Text features:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

- **function:** the intended purpose of a text

- **narrative structures found in First Peoples texts:** for example, circular, iterative, cyclical

- **protocols related to ownership of First Peoples oral texts:** First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.

- **reading strategies:** There are many strategies that readers use when making sense of text. Students consider what strategies they need to use to "unpack" text. They employ strategies with increasing independence depending on the purpose, text, and context. Strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting.

- **oral language strategies:** includes speaking with expression, connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

- **metacognitive strategies:**
  - thinking about one's own thinking, and reflecting on one's processes and determining strengths and challenges
  - Students employ metacognitive strategies to gain increasing independence in learning.

- **writing processes:** There are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing. Writers often have very personalized processes when writing. Writing is an iterative process.

- **elements of style:** stylistic choices that make a specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone

- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)

- **conventions:** common practices of standard punctuation, capitalization, quoting, and Canadian spelling

- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.