

English Language Arts B30 – Distance Education

GENERAL INFORMATION

- i. ELA B 30 – 2017/2018
- ii. Instructor – Rene Cannon
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COURSE DESCRIPTION

- i. The ELA B30 program is designed for students to extend their language skills and strategies and become competent and confident users of all six language arts strands through many opportunities to view, listen, read, represent, speak, and write in meaningful contexts. Students will work to develop these skills through two units of study. Unit One, In Search for Self, will explore, define, and explain the “big ideas” relating to: Sense of Self; Ideals; Joy and Inspiration; Doubt and Fear. Unit Two, The Social Experience, will incorporate: Dealing with Universal Issues; Ambition, Power, and the Common Good; Social Criticism; Addressing the Issues (*adapted from the ELA B30 Saskatchewan Curriculum)
- ii. Prerequisite – ELA B10

STUDENT LEARNING OUTCOMES

Learning Outcomes from the ELA B30 Curriculum include:

Comprehend and Respond (CR)

CR B30.1 - View, listen to, read, comprehend, and respond to a variety of grade-appropriate international texts that address:

- identity (e.g., Relationships with Family and Others);
- social responsibility (e.g., Evolving Roles and Responsibilities); and
- social action (agency) (e.g., The Past and the Present).

CR B30.2 - View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.

CR B30.3 - Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.

CR B30.4 - Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.

Compose and Create (CC)

CC B30.1 - Create a range of visual, multimedia, oral, and written texts to explore:

- identity (e.g., Relationships with Family and Others);
- social responsibility (e.g., Evolving Roles and Responsibilities); and
- social action (agency) (e.g., The Past and the Present).

CC B30.2 - Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.

CC B30.3 - Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.

CC B30.4 - Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author's style, and a short story or essay that uses parody, satire, and/or irony.

Assess and Reflect (AR)

AR B30.1 - Assess own and others' work for precision, clarity, and artistry

AR B30.2 - Reflect on and assess understanding of self as a self-directed, self-appraising, and strategic learner.

TEACHING STRATEGIES

- i. ELA B30 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:
 - a. Short story analysis
 - b. Multimedia presentations
 - c. Recorded audio presentations
 - d. Formal Essays
 - e. Poetry presentations/writing
 - f. Threaded discussions with other members of the course
- ii. Sample deadlines
 - a. Semester One
 - i. September 5 - November 10: Unit One: In Search for Self
 - ii. November 14 - January 19: Unit Two: The Social Experience
 - b. Semester Two
 - i. February 1 - April 6: Unit One: In Search for Self
 - ii. April 9 - June 15: Unit Two: The Social Experience
- iii. Final exams will be given through a supervising teacher on a date that will be pre-arranged according to the student's exam schedule. In the event that a student is not registered within a school or does not have a supervising teacher, special arrangements will be made.
- iv. Unit One – In Search of Self Sample Questions/Understandings:
 - a. What does it mean to be a human being? What is human nature?
 - b. Do we see ourselves the same way that others see us? How does being the member of a particular group affect our identity and sense of self?
 - c. Are there universal ideals for which we all strive?
 - d. How ought human beings to behave? Is desirable behaviour the same in all cultures? In all communities?
 - e. What is admirable? What is not so admirable? Does everyone agree?
 - f. Why do our actions sometimes fall short of our ideals?
 - g. What brings us joy and inspiration in life?
 - h. What doubts and fears do we have?
- v. Unit Two – The Social Experience Sample Questions/Understandings:
 - a. What is "truth" and what is "justice"?
 - b. How do we define "truth"? What are important truths in life? How do we find truth?
 - c. How do we tell right from wrong? What challenges result from varying views of "right" and "wrong"? What are the rights of all?
 - d. What is the nature of ambition and power?
 - e. How do ambition and power drive us? How do they challenge us?
 - f. What is social criticism?
 - g. What is the purpose of social criticism?
 - h. How can we make the world a better place?

COURSE MATERIALS

- i. List the required textbook(s): Hamlet (William Shakespeare), Lord of the Flies (William Golding) or one of the other novels to be listed on Moodle at a later date.
- ii. Additional readings will be provided by the instructor through Moodle (either in print or audio version)
- iii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

EVALUATION:

Learning outcomes for ELA B 30 are divided into three main areas and will be assessed in the following way throughout the course:

Comprehend & Respond - 25%

- Activities related to literature studied--including reflective writing, an extensive novel study, and before/during/after reading/listening/viewing activities.

Compose & Create - 25%

- There are numerous curriculum requirements for this course focusing on creating through writing, speaking and representing. These include: a formal essay, an oral award nomination and a multimedia presentation on a social issue.

Assess & Reflect - 10%

- In order to achieve success and show evidence of learning, students will set goals for achievement and reflect on their own work as well as their peers.

Final Exam – 30%

- A comprehensive final exam will be given when the student has completed the course work. The exam will be a reflection of the material and learning outcomes that have been assessed throughout the semester.

Note: All outcomes will be assessed by using formative (during development/practice for student feedback) and summative (a final assessment to determine mastery) assessments.

On the final page of this syllabus, you may view a sample rubric adapted from the ELA B30 curriculum for assessment.

Holistic Scoring Guide

Insightful: Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

Thoughtful: Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

Straightforward: Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

Adequate: Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

Limited: Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

Unclear: Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

Not scorable: Assignment/response is too short to warrant a mark.