

ENGLISH LANGUAGE ARTS 30-2

Course Outline

2022 -2023; Semester 1

Instructor: Paul R. Letkeman (letkemp@prsd.ab.ca)
Classroom: 34
Time: Monday to Friday, Block B (11:04 – 12:16); Wednesday, PULSE (10:19 – 10:59)

The two basic aims of high school English Language Arts are to:

- encourage an understanding and appreciation of the significance and artistry of literature.
- enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

There are five General Outcomes according to the Alberta Learning Curriculum. Students will listen, speak, read, write, view and represent to

1. explore thoughts, ideas, feelings and experiences.
2. comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
3. manage ideas and information.
4. create oral, print, visual and multimedia texts create, and enhance the clarity and artistry of communication.
5. respect, support and collaborate with others.

Each of the General Outcomes has Specific Outcomes. Further details can be obtained at www.learning.gov.ab.ca.

Content of Course:

We will study a book-length non-fiction text and corresponding film version of Jon Krakauer's *Into the Wild*; the modern play and a corresponding film version of Lorraine Hansberry's *A Raisin in the Sun*; a variety of essays including informative and persuasive forms; popular non-fiction; poems and song lyrics; short stories including factual and fictional narrative forms; and visual and multimedia text including short films, video clips and still images. Students will be prepared for the diploma exam. All elements of the course will relate in some way to the **main theme** of *humanity's search for meaning* in life.

Course Structure (18 weeks):

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| 1. | Short Stories (four Canadian titles) | 4 weeks (August 30 to September 29) |
| 2. | Modern Drama (<i>A Raisin in the Sun</i> by Lorraine Hansberry) | 3 weeks (October 3 to October 21) |
| 3. | Film 1 (<i>A Raisin in the Sun</i> directed by Kenny Leon) | 2 weeks (October 25 to November 4) |
| 4. | Book-length Non-fiction (<i>Into the Wild</i> by Jon Krakauer) | 4 weeks (November 7 to December 2) |
| 5. | Film 2 (<i>Into the Wild</i> directed by Sean Penn) | 2 weeks (December 5 to December 16) |
| 6. | Poetry (a variety, with focus on Canadian writers) | 3 weeks (December 19 to January 19) |
| | Visual and Multimedia*/Essay/Pop. Non-fiction** (TBA) | to be rolled into above units as applicable |

* Visual and Multimedia includes short films, video clips, art work and photographs.

** Popular Non-fiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text such as essays and editorials.

Diploma Exam:

Alberta Education requires writing of a diploma exam which is worth thirty percent of a student's final grade.

- Part A (writing): Thursday, January 12, 2023 (9:00 – 12:00) 50%

Assignment I:	Visual Reflection	Value 10% of total examination mark (personal response)
Assignment II:	Literary Exploration	Value 25% of total examination mark (analytical essay)
Assignment III:	Persuasive Writing in Context	Value 15% of total examination mark (speech or letter)
- Part B (reading): Friday, January 20, 2023 (9:00 – 12:00) 50%

8 reading selections in the Readings Booklet and 70 questions in the Questions Booklet

On January 9 and 10, we will prepare for the diploma exam with review and practice of writing skills necessary for successful completion of Part A. From January 13 to 19, we will conclude our study of poetry and prepare for the diploma exam with review and practice of reading skills necessary for successful completion of Part B. Attendance is **mandatory** until Part B has been written. The diploma exam was developed to be completed in 3 hours; however, you may take up to 6 hours to complete either part, should you need it.

Major Assignment Format:

Students are required to submit all major assignments, such as essays, speeches and letters, in a standard double-spaced, 11 or 12-point font such as Calibri. Students' first and last names, the course name (ELA 30-2) and the due date must appear in three single-spaced lines at the top left corner of the first page. All texts must be given an appropriate and original title. Other aspects of the MLA Style will be taught.

Minor Writing Assignments:

Students will plan, draft, revise and edit

- Personal & Critical Responses to Text (Units 1 to 5: several brief story/chapter/film reflections and responses of 50+ words each throughout the term)

Major Writing Assignments:

Students will plan, draft, revise and edit

- Personal Response to Context (Unit 2: an advice column of 500+ words; Unit 4: a speech or a letter of 500+ words)
- Personal Response to Context (Unit 1: a personal letter of 250+ words)
- Personal or Critical Responses to Text (Units 3 and 5: visual reflections of 250+ words)
- Critical/Analytical Response to Literary Texts (Unit 1 and Units 4/5: two Literary Exploration essays of 500+ words each)
- Critical/Analytical Response to Context (Units 4/5: a speech—encomium or a rant—defense or critique of protagonist's actions, 500+ words)
- Personal and Critical Response to Text and Context (Units 4/5: Persuasive Writing of 250+ words each)

Oral/Visual/Multimedia Presentations (Projects):

Students will use Microsoft Publisher to submit the advice column for Unit 2 in a professionally designed, full-colour format similar to those found in a newspaper or magazine. Students will orally present their speech or letter using voice memos on their personal device.

Expectations:

Abiding by the guidelines of FHS concerning attending promptly and consistently, providing just cause for absences, making up all missed work quickly, bringing required materials to class (pencil and pen, highlighter, notepaper and textbooks), avoiding use of cell phones and *distracting* consumption of food or beverages in class, completing all assignments as per instructions (zero tolerance for plagiarism!) and by the deadline (calls home if you cannot) and treating fellow students with dignity and respect are expected behaviours.

Possible Changes:

In the event that knowledge and skills have been adequately acquired, or when time is not in our favour, I reserve the right to edit this course outline by deleting assignments when necessary. However, no extra major writing assignments, nor projects, will be added to those indicated on the previous page.

Expectations:

Abiding by the guidelines of FHS concerning attending promptly and consistently, providing just cause for absences, making up all missed work quickly, bringing required materials to class (pencil and pen, notepaper and textbooks), avoiding use of cell phone and *distracting* consumption of food or beverages in class, completing all assignments as per instructions (zero tolerance for plagiarism!) and by the deadline (calls home if you cannot) and treating fellow students with dignity and respect are expected behaviours.

Course Evaluation Based on the Six Strands of English Language Arts:

Reading (assessment of reading comprehension including unit exams and practice Part B exams)	35%
Writing (writing assessments: 50-100 words worth 1; 250+ words worth 2; 500+ words worth 3)	35%
Listening and Viewing (assessment of comprehension of audio and visual texts)	20%
Speaking and Representing (assessment of production and presentation of oral and visual work)	10%

Final Mark Calculation:

Course Work		70%
Diploma Exam	(Part A; written = ½; Part B; reading comprehension = ½)	30%

Three Alberta Education Writing Assessments for ELA 30-2 Diploma Exam to be used in this course:

Assignment 1: Visual Reflection (Personal Response) Scoring Categories and Criteria /10

Ideas and Impressions: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

- * the quality of the **ideas** generated by the student to explore the visual text(s) and the **impressions** that the student has formed to reflect upon the visual text(s)
- * the effectiveness and consistency of the **support**
- * the appropriateness of **development** and **unifying effect** to prose form

Presentation: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

- * the **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen
- * the quality of **language** and **expression**

Thought and Support: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

- * the **student's ideas** reflect an understanding of the **topic**
- * the **literary example** relates to the student's ideas
- * the **support** explains and/or clarifies the response

Form and Structure: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

- * the development and maintenance of a **controlling idea** or **unifying effect**
- * the creation of a **coherent, shaped, and concluded** discussion in response to the assignment

Matters of Choice: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

- * **diction**, including connotative language, imagery, idiomatic expressions and dialect
- * **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- * the contribution of stylistic choices to the creation of **voice**

Matters of Correctness: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

- * **sentence construction** (completeness, consistency, subordination, coordination, predication)
- * **usage** (accurate use of words according to convention and meaning)
- * **grammar** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- * **mechanics** (punctuation, spelling, capitalization)

Thought and Support: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

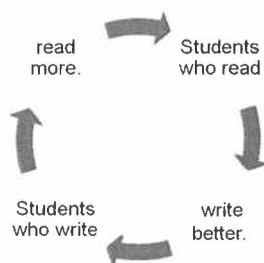
- * how effectively the student has addressed the **significance** and **complexity** of the issue
- * the **persuasiveness** and **consistency** of the argument(s) presented
- * how well the supporting evidence is **integrated, synthesized, and/or developed** to support the student's arguments
- * awareness of **audience** and effectiveness of **voice**

Writing Skills: (INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

- * **syntax** (including such choices as parallelism, balance, inversion, sentence length, and variety)
- * **diction** (including connotative language, imagery, idiomatic expressions and dialect)
- * **grammar** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- * **mechanics** (punctuation, spelling, capitalization)

Note: **Insufficient is a special category. It is not an indicator of quality.** Insufficient is assigned when the marker can discern no evidence of an attempt to fulfill the assignment **OR** the writing is so deficient in length that it is not possible to assess Thought and Support or Ideas and Impressions

The link between
reading and writing



Every Day
is a **Reading** and
Writing Day