

ENGLISH LANGUAGE ARTS 632-406
Outreach High School 2018-2019

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Students are required to pass this course to obtain their High School Diploma.

Course Description

English Language Arts is all about finding and developing your own voice, spoken and written. This course is designed to help you develop the skills to contribute your own unique perspective to our evolving world. This means understanding and being able to express who you are, where you are coming from, and what is important to you. It also requires that you be able to understand where other people are coming from based on what they put out there (in film, music, art, poetry, article, poster, pamphlet, speech, rant, whatever), and respond to them in a way that is meaningful to you and to them. In other words, this class is not about English, but about Language Arts – how to understand others and make yourselves understood in a diverse and evolving world.

Materials provided

- Your writing journal
- A duotang or binder in which to store support documents
- Texts as they are needed

You must always have these in class, along with a silent text for reading.

You are invited to explore our library, and to suggest texts you would like to use or see discussed or presented in class.

Overall focus and flow

Each and every one of you comes to this year with different strengths and learning goals. Accordingly, each of you will be following a slightly different learning path. On the other hand, we will be sharing the class, and working towards the same end-of-year exams. We therefore will work towards maintaining a rich and supportive learning community. All of the reading and writing we do this year will be with a view to publishing, by the end of the year, a book/blog which expresses who we are, and what our experiences this year have been/meant.

Learning Objectives Breakdown

TERM 1 (20%): 30 August – 8 November

Competencies Targeted	Learning Focus	Evaluation Methods
Talk (Competency 1) Uses language/talk to communicate and learn	<ul style="list-style-type: none">• To become familiar with the “5 Pillars of Great Talk”• To become aware of one’s habits within academic conversations	<ul style="list-style-type: none">• Participation in class and small group discussions• Self-assessment and reflection in conferences
Reading and Interpretation (Competency 2) Reads and listens to written, spoken, and media texts	<ul style="list-style-type: none">• To attend to and recall more details of our reading through picturing what we read	<ul style="list-style-type: none">• Use of reading strategies and text annotations (notice and note, brief summaries,

	<ul style="list-style-type: none"> To become familiar with different forms of self-expression through text To come to understand and express one's own preferences as a reader 	<p>word pictures, etc.)</p> <ul style="list-style-type: none"> Literary explorations and responses Independent reading - record and sharing
<p>Production (Competency 3) Produces text for personal and social reasons</p>	<ul style="list-style-type: none"> To find and develop one's own writing voice To improve one's awareness of creating impact through technique To improve the nuts and bolts of writing so as to be more articulate 	<ul style="list-style-type: none"> Journal writing triggered by experience and class discussions Production of narrative texts (stories, poems, photos, rants) Targeted grammar practice Application of the writing process

TERM 2 (20%): 12 November – 1 February

Competencies Targeted	Learning Focus	Evaluation Methods
<p>Talk (Competency 1) Uses language/talk to communicate and learn</p>	<ul style="list-style-type: none"> To expand one's participation in academic conversations through making new "talk moves" To become aware of one's habits in listening to classmates contributions 	<ul style="list-style-type: none"> Participation in class and small group discussions Self-assessment and reflection in conferences
<p>Reading and Interpretation (Competency 2) Reads and listens to written, spoken, and media texts</p>	<ul style="list-style-type: none"> To attend to and recall more details of our reading through picturing what we read To analyze writer's use of technique to create impact To stretch one's interpretation skills through exposure to texts beyond initial preferences 	<ul style="list-style-type: none"> Use of reading strategies and text annotations Literary explorations and responses Article reading – summary and response Independent reading - record and sharing
<p>Production (Competency 3) Produces text for personal and social reasons</p>	<ul style="list-style-type: none"> To find and develop one's own writing voice To practice using technique to create 	<ul style="list-style-type: none"> Journal writing triggered by experience and class discussions Production of polished

	<p>impact</p> <ul style="list-style-type: none"> To improve the writing process and audience awareness through peer feedback and editing 	<p>texts (illustrated stories or poems, photo essays, opinion or feature article)</p> <ul style="list-style-type: none"> Targeted grammar practice Application of the writing process
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Students will write an exam that will count for 30% of their term grade.

TERM 3 (60%): 4 February – 7 June

Competencies Targeted	Learning Focus	Evaluation Methods
<p>Talk (Competency 1) Uses language/talk to communicate and learn</p>	<ul style="list-style-type: none"> To use discussion in order to clarify and deepen one's understanding To thoughtfully respond to or integrate peer feedback 	<ul style="list-style-type: none"> Participation in class and small group discussions Self-assessment and reflection in conferences
<p>Reading and Interpretation (Competency 2) Reads and listens to written, spoken, and media texts</p>	<ul style="list-style-type: none"> To revise our interpretations to accommodate arising details in the text To analyze writer's use of convention and technique to create impact and convey meaning To stretch one's interpretation skills through exposure to a variety of texts 	<ul style="list-style-type: none"> Use of reading strategies and text annotations Literary explorations and responses Article reading – summary and analysis/critique Independent reading - record and sharing
<p>Production (Competency 3) Produces text for personal and social reasons</p>	<ul style="list-style-type: none"> To develop one's own writing voice To integrate reading/research in order to develop more insightful writing To integrate audience awareness to make writing more relevant and persuasive 	<ul style="list-style-type: none"> Journal writing triggered by experience and class discussions Production of polished texts (individual contribution to published book, opinion, feature, or analysis article) Application of the writing process

English 406 is worth 6 credits and you must write a final exam, which is worth 30% of your final grade.