New Media 11/12

Winter Semester 2022, Period 1

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**Office Location & Hours:** Room 112, 08:15 – 14:05

**Extra Office Hours:** By appointment or after school

Course Description

New Media 11 and 12 course modules expand your existing knowledge and skill, challenging you to use what you know with greater sophistication and precision.  All elements of the redesigned English Language Arts program are built on two foundations:

**Big Ideas** – concepts that students will understand by the end of their studies

**Core Competencies** – skills that students will use throughout their lives.

The B.C. Ministry and Yukon Education have identified three Core Competencies that students will develop through the process of their education.  These Core Competencies are *Communication, Thinking* (both Creative and Critical thinking), and *Personal and Social* (encompassing Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility).

There are five Big Ideas that drive the curriculum skills and materials in the English Language Arts program:

1. The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.
2. People understand text differently depending on their worldviews and perspectives.
3. Language shapes ideas and influences others.
4. Texts are socially, culturally, and historically constructed.
5. Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society.

Course Goals

The goals of the course are broken down further – into Curricular Competencies (things students will need to be able to **do**) and Content (information that students will need to **know**).

The Course Competencie*s* – the goals for what students will be able to ***do*** at the end of the course of study - are divided into two categories:

1. *Comprehend and Connect* = reading, listening and viewing texts and media, focus on being a savvy *consumer* of communication texts.
2. *Create and Communicate* = writing, speaking and representing ideas and information, focus on being an effective producer of communication texts.

Course Structure

The course may be a new format to students in several ways.  There will be a focus on using **inquiry questions** in learning, and in having students co-create questions, criteria for assessments, and criteria for classroom expectations.

**The course will require significant involvement on the part of the students.**

The course will be focused around the process of developing inquiry questions, analyzing texts, producing texts, and working together as a classroom learning community.

To develop and practice our questioning and communication skills, we will watch/read/look at and create (with an emphasis on written and oral presentation or communication):   ⮚ short-stories,⮚ songs,   ⮚ images, ⮚ novels,  ⮚ multimedia texts,   ⮚ presentations/talks ⮚ poems,   ⮚ video and films,   ⮚ and scripts.

Assessment & Evaluation

Assessment: happens prior to and during the learning process.  Teachers and students use the results and the feedback to improve ongoing work and achievement.  This includes regular peer and self-assessment.  Evaluation: happens late in the learning process, to determine whether or not the student has successfully achieved mastery of a skill or has truly learned information.

Reporting: formal and informal reports communicate to students and their families the results of assessment and/or evaluation.

Assessment, evaluations and formal reporting are focused on descriptive feedback.   Assessment activities will include but will not be limited to: reading out loud, formal written work, class discussions, quizzes, tests and exams, classroom activities, group work, practice work, performances and presentation.

Assessment will be completed using a variety of tools, including but not limited to:  scales, rubrics, checklists and other formats using clearly communicated criteria that students know prior to being assessed or evaluated.

Students will be involved in the process through self and peer assessment.

Not every student learns the same way or at the same pace. The same learning target can be measured with more than one type of activity.  There will be times when students will have some choice in how they show what they know and can do.  Other times, they will have to complete required formats, even if this requires them to stretch out of their comfort zone, because it moves them into their zone of proximal learning.

Broad Course Content/Units

This course will include (but not be limited to) the following content:

Comprehension– Students will examine the different ways in which ideas and language are understood in a variety of contexts. This includes multimedia texts, written and oral texts, as well as digital content.

Thinking – Students will examine, inquire into, and employ various rhetorical devices. Students will build on and expand knowledge to produce seminar style collaborative projects, and reflect on their personal use of ethos, logos, and pathos.

Communication – Students look at how communication works in modern ways as compared to more traditional forms. Students also examine the evolution of language.

Personal and Cultural Identity – Students will look at First Peoples’ Oral Traditions and Principles of Learning, and how language builds meaning to form a part of personal and cultural identities.

Personal and Social Responsibility- Students inquire into a wide range of personal and social contexts, values and perspectives, based on gender and socio-economic factors. Students will create personal storyboards through a deeply reflective inquiry process, and present them to each other. Students will also reflect on self determination and wellbeing.

Independent Novel Study – Students choose a novel to examine throughout the semester, and will engage in discussions and debates based on their chosen text. Students will also critique their novels through mini assignments that focus on summaries, themes, character development, and plot.

Differentiated Learning

This course has been designed with differentiated learning in mind, so as to accommodate the needs of a diverse student population. This includes learners from different cultural backgrounds, and grade levels. Grade 11 students and grade 12 students will receive different grading schemes to maximize the learning process, and where applicable, assignments with varying levels of difficulty.

Evaluation Scheme\*

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|               Quizzes and Tests        20%     |                 Discussions and    participation             40%       |              Assignments and Projects      40%     |

Class Rules, Notices and Expectations:

1. **WINTER 2022 LEARNING MODEL**
	1. **Fall Notice** - The course will begin with in-person class instruction. Due to the COVID – 19 pandemic, please note that the assessment schedule above may need to change to accommodate a move back to online learning if it occurs.
2. **ATTENDANCE & PUNCTUALITY**
	1. ***Attendance*** – I will be taking attendance for all lectures and engagement periods to ensure that you stay engaged. **I should have some type of indication of your attendance from Monday – Friday every week.** If I make any mistakes regarding your engagement, please contact me.
	2. Be on time and notify the teacher when you will be absent. Do not ever leave campus without permission during school hours in-case of an emergency.
	3. If you are sick, notify the teacher via email and do not come to class. You will require proof of sickness in the form of a note that is either signed by your parent, home-stay guardian or a doctor. You must also leave a contact number for the person who signs the note for verification purposes.
3. **PLAGIARISM AND ACADEMIC DISHONESTY**
	1. Plagiarism and academic dishonesty cannot be tolerated under any circumstance. From the Teacher’s perspective, it is very simple to recognize when a student is not using original work. If you do not understand how **NOT** to plagiarize, please speak to me privately so I can show you! Multiple occurrences must and will be reported to the principal.
4. **MISSED WORK & GRADES**
	1. Ultimately, if you have missing work your grades will be negatively affected. I will always give students the chance to make up work to earn better marks. However, **be prepared to defend your position** as to why you should have the privilege to re-do, complete extra or make up missed work. In most cases, a five percent penalty will be applied every subsequent day after the deadline.
5. **PARTICIPATION & WORK PERIODS**
	1. Discussion, synthesizing information and sharing thoughts are essential for an educated citizen. You’re expected to contribute!
	2. Always respect yourself, the teacher and fellow students during class. In the most disruptive of circumstances, a semester wide penalty can be applied to students who distract their peers consistently.
	3. **IMPORTANT:** Each class, you will have the opportunity to earn 4 participation marks. You will earn one mark for being seated when the class is scheduled to start (arriving on time). You will earn another participation mark for attending the class at any point during our scheduled time together. You will earn your final two participation marks based on how much you participate while in the class.
	4. **BRING YOUR LAPTOP AND CHARGER TO SCHOOL EVERY DAY**