

**English First Peoples 11**

COURSE OUTLINE

**Overview**

EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

* extend their capacity to communicate effectively in a variety of contexts
* deepen their understanding of themselves and the world
* expand their understanding of what it means to be educated Canadian and global citizens

The Big Ideas for English First Peoples 11 are:

* The exploration of text deepens understanding of one’s identity, others, and the world.
* First Peoples texts and stories provide insight into key aspects of Canada’s past, present, and future.
* First Peoples literature plays a role within the process of **Reconciliation.**
* People understand text differently depending on their worldviews and perspectives.
* Texts are socially, culturally, geographically, and historically constructed.
* Self-representation through authentic First Peoples text is a means to foster justice.

**Prerequisites:** English Language Arts 10 English First Peoples 10

**Course Content and Timelines**

The timelines suggested are based on a 10 month Fall course September to June. If you are taking a Spring/Summer course (5 months) or joining a course with less time left you will want to adjust your timing accordingly.

This 4-credit course will be broken down as follows:

Unit 1: Exploring the Identities of Self and Others (3 weeks)

Unit 2: Stories as Insight: Past, Present and Future (3 weeks)

Unit 3: First Peoples Literature and Reconciliation (6 weeks)

Unit 4: Worldviews and Perspectives (6 weeks)

Unit 5: Texts are Contextually Constructed (6 weeks)

Unit 6: Justice Through Representation and First Peoples Texts (6 weeks)

**Course Materials**

No textbook is required. Course content is delivered on our D2L platform by videos, online links and associated course content.

**Assessment Information**

Students will be assessed through a variety of assignments and assessments. Your assignments and assessments will be weighed as follows:

|  |  |
| --- | --- |
| **Category** | **Weight** |
| Formative Assessments | 40% |
| Summative Assessments | 60% |

**Assignments**

Each unit contains multiple assignments within the lesson. Instructions for each assignment are contained within the lesson, along with information on how they will be assessed. Once the assignments are complete the student uploads the assignment to the submission box for marking. DO not submit google doc links; take the time to save the file to your computer and attach it directly. Watch this video on submitting assignments: <https://www.youtube.com/watch?v=Cv1KOhABlBE>

**Quizzes**

Each unit contains one or more quizzes. The quizzes are designed as self-assessments for students to demonstrate understanding of the course content and curricular objectives. These do not have passwords so students are free to write anytime and often have multiple attempts to show mastery.

**Reporting**

**Weekly Progress Reports**

These be sent to both students and parents through the website. These reports are sent via email and are based on information provided on course introduction forms. Please make sure your **profile** is up to date with this information.

**\*\*Only students who have done the activation assignment will be able to view subsequent material for the course. This is one of the unique features of D2L.**

**What does this mean?** Even if you are getting progress reports you are not considered an active (official student) until you have completed the activation assignment.

**Report Cards**

These will be issued for the Fall term in November, March and June. For Spring/Summer only a final report card is issued in August.

These reports are available for Delta School District students on student and parent connect. For those not attending one of our high schools. Please call our Continuing Education office 604-940-5550 to receive a copy.

Course reports are based on only what has been submitted for the Fall until April 1st and for the Spring/Summer until July 15th. At this time, all missing assignments will count in grade calculations; this gives students a realistic picture of current course standings.

It is important when viewing report cards and progress reports up until this point that the amount of the course completed is taking into consideration. (ie. 90% standing in a course that is only 10% complete is very different than 90% in a course that is 80% complete).

**Plagiarism**

**Plagiarism and Academic Dishonesty**

*Plagiarism* *is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work, as by not crediting the author*(Dictionary.com) <http://dictionary.reference.com/browse/plagiarism>

Plagiarism can be done either intentionally or accidentally. Regardless, it is an academic offence that carries with it varying levels of consequences – from a mark of zero for work submitted to expulsion from the course and/or on-line program. Plagiarism takes various forms: copying another’s work, not citing another’s original work, cutting and pasting from the internet and claiming the work as your own, allowing other students to copy and submit your work as their own, and so on. It is YOUR RESPONSIBILITY to be aware of the rules around using and citing other people’s work.

Many excellent websites exist that can help answers questions about plagiarism. Here are a few examples:

<http://www.plagiarism.org/>  
<http://www.grammarly.com/>  
<http://www.englishclub.com/writing/plagiarism.htm>  
<http://australianhelp.com/plagiarism>

If you are uncertain as to whether you may be plagiarizing someone’s work, check with your teacher or consult the many websites that outline the rules.

If a student is found to have submitted plagiarized work, the Delta Access teacher will notify both the student and Delta Access administration to document the violation and to determine further consequences. Repeated occurrences of plagiarism will likely result in a final mark of “Failure” in the specific online course.

**Contacting your Teacher**

Ms. Hadziavdic is available to answer your questions and help you if you are struggling. Please email me at [shadziavdic@deltaschools.ca](mailto:shadziavdic@deltaschools.ca) and I will get back to you within 24 hours. Consistent communication with your teacher is key to success in a DL course. Email for help whenever necessary. When you email me, please be sure to tell me your legal name, your course title and level, eg. Sydney Hadziavdic, EFP 11.

If you have any concerns that cannot be addressed by your teacher, please contact Delta Access directly – [deltaaccess@deltasd.bc.ca](mailto:deltaaccess@deltasd.bc.ca) or call 604-599-6398.

Frequently asked questions: <https://www.deltaaccess.ca/faq/>

Booking a test: [https://www.deltaaccess.ca](https://www.deltaaccess.ca/faq/)