



Say It Straight

FINDING CLARITY IN A POST-TRUTH WORLD

LEVEL 2 COURSE OUTLINE 2018

“There is nothing to writing. All you do is sit down at a typewriter and bleed” - Ernest Hemingway



TEACHER: Chris Waugh

CHALLENGE LEVEL: Accessible

EXTERNAL ASSESSMENT: 20%

STYLE: Question everything.



Content

Choosing **Say it Straight** as your English programme for Level 2 means that, while you may not have achieved the best in English over the years, you are ready to **accept the challenge** of the Level 2 programme and step up. This programme will explore way English can be used to **empower** and **influence**. You're not here to study English for the sake of it, you're acquiring a set of skills that you will immediately put to use in life. You will be asked to challenge yourself, take risks and show **ambition**.

We'll be reading for **knowledge and information** and learning to **summarise** texts. Fluency with non-fiction reading and writing is an essential skill in contemporary society, and it is these skills, for practical and transactional effect that we will be working to develop this year

We'll explore **modern text communication** and **online language** and compare this with your own speech to learn why, in spite of social attitudes to the contrary, these modern idiolects thrive.

Through film we will examine the **unique language of New Zealanders** and how this marks us out as unique

You will read, listen to and view self-selected texts and respond to these in the form of a **written journal** or a **podcast**.

Everything we read, write, say, hear and watch will help us to learn to think critically and **sort the truth from the lies**. If anyone's going to use the power and subtlety of our wonderful language to their own benefit, **it shall be you**.

Course Rationale

A sound knowledge of English Language is arguably more essential to your future than ever before. A critical mind and a deft appreciation of the subtleties of the English language are going to be essential for success in all walks of life.

As ten Level Two NCEA credits in Reading and Writing (5 of each) are a prerequisite for University Entrance, there is a continued emphasis on consolidating the students' skills in the mechanics of the language (accuracy in spelling, punctuation and grammar are essential components of a number of the Level Two Achievement Standards). As well as this, we aim to develop the students' ability to express themselves, their personal responses to texts, and ideas with fluency and persuasiveness. Each teacher selects novels, plays, stories, poetry, films and other primary material both to suit the interests and needs of the students in their classes, and about which they are personally passionate. We strive to challenge, motivate and inspire our students by exposing them to literature that is original, relevant and of a high standard.

Online Learning

This course involves the use of Wordpress blogging in order to provide access to all learning resources and, more importantly, to provide students with a publishing platform for their work.

Everything related to this course will be published via the class hub at the address:

level2.edutronic.net



Assessment

The course will be assessed using a range of NCEA assessment tools which will be selected from the table on the following page. The English department is guided by the following principles when selecting which assessments will be offered:

- Ample opportunity is given to students to achieve the New Zealand Universities' "Literacy" criteria, both through internal and external assessments; this course fulfils the requirements for University Literacy (in Reading and Writing).
- All areas of learning in English should be assessed throughout the year
- Assessment should happen only once a student has developed the requisite knowledge and skill to tackle the task effectively

REASSESSMENT

During assessment teachers can validly make suggestions about areas where further development is needed (this is acceptable in the 'hands on' phase, which is usually the first 4 periods of an 8 period assessment phase), but constructive feedback should not compromise the authenticity of students' work. All submitted material must be your work alone.

In the final phases of the assessment ('hands off' phase), it is the student's responsibility independently to polish their work to a publication standard.

All written assessments should be completed under supervision and during class time unless specifically approved by application to the Head of Learning Area.

The Achievement Standards offered in this course may be re-submitted under very specif-

ic circumstances, and only at the discretion of the Head of Learning Area. However, if a student does not achieve in their first attempt, then a reassessment opportunity may be offered to students. This opportunity will only be offered to students who have shown a reasonable initial effort and who can demonstrate that further learning has occurred since the initial assessment opportunity.

All reassessments are composed of an entirely different assessment task. These will be completed during a time that is organised by the department.

The English department retains the right to set final dates for submissions and these will be clearly stated by your classroom teacher and published on your class blog.

SUBMISSION OF WORK

All NCEA assessments must be completed in their entirety, including early drafts, on your English Department blog. Where appropriate your teacher may give feedback in the comment section below your piece as you are developing it. This feedback will be of a holistic nature, rather than addressing specific components, as each assessment requires student ownership. You may also use this commenting function to seek feedback or ask clarifying questions.

When submitting your work you need to follow the guidelines below:

- Ensure the completed piece is published on your blog headed with the Assessment Title and NCEA Achievement standard number
- The blogging system will record the time and date of the final edit.
- Any editing of your work subsequent to the final submission date and time will render the submission invalid.



LATE WORK

Work submitted late for the internal assessment standards will not be marked. You may have the opportunity to gain the credits through reassessment, if available. If you have a genuine reason why you are unable to submit work by the due date, then you are able to apply for an extension. However this should occur prior to the due date, not after it. Absence from school due to sickness is not normally regarded as an acceptable reason for the non-submission of assessed work. Alternative arrangements, electronic or otherwise should be made in this event.

STANDARD	TITLE	CREDITS
2.4 INTERNAL	Produce crafted a selection of crafted and controlled writing Literacy credits for: Writing	6
2.5 INTERNAL	Construct and deliver an oral text	3
2.9 INTERNAL	Form developed personal responses to independently read texts, supported by evidence Literacy credits for: Reading	4
2.3 EXTERNAL	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence Literacy credits for: Reading	4
	TOTAL	17