



DATE: June 28, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)
ADDITIONAL REFERENCE: [AP820 – Locally Developed Courses](#)
Assurance Domain – [Student Growth and Achievement](#)
SUBJECT: Omnibus Motion for Locally Developed Course Approval – Senior High

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the following Locally Developed Courses as courses of study within the Sturgeon Public School Division from September 1, 2023, to August 31, 2027:
 - Creative Writing and Publishing 15 – 3 credits
 - Creative Writing and Publishing 15 – 5 credits
 - Creative Writing and Publishing 25 – 3 credits
 - Creative Writing and Publishing 25 – 5 credits
 - Creative Writing and Publishing 35 – 5 credits

BACKGROUND:

As per, Alberta Education’s new guidelines and process with respect to school divisions acquiring Locally Developed Courses, the requesting school board no longer requires approval from the originating school board(s), thus, alleviating the time it takes for school divisions to gain approval to access these requested courses. The next step in this process is to receive Board approval for this authorization.

The course descriptions for the Locally Developed Courses that require Board approval are attached for Trustee information.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

1. Course Outline – Creative Writing and Publishing 15 – 3 credits
2. Course Outline – Creative Writing and Publishing 15 – 5 credits
3. Course Outline – Creative Writing and Publishing 25 – 3 credits
4. Course Outline – Creative Writing and Publishing 25 – 5 credits
5. Course Outline – Creative Writing and Publishing 35 – 5 credits

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
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Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)

Submitted By:

The Calgary School Division

Submitted On:

Feb. 27, 2019

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
25-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
35-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

By following their writing interests and passions, students in Creative Writing & Publishing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own digital portfolios and participate in the publishing process. The course is built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways. In the 3-credit course students will build a digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. Students will create and manage their own digital portfolios.

Student Need (formerly: Rationale)

This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising with professional writing organizations, submitting to established publications and creating their own publications.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions. The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

Guiding Questions (formerly: General Outcomes)

- 1 How can original texts contribute to the development of artistry?**
- 2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?**
- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

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Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

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- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

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Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

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35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
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Course Description

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Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

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- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

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Course Approval Implementation and Evaluation

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35-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

By following their writing interests and passions, students in Creative Writing & Publishing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own digital portfolios and participate in the publishing process. The course is built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways. In the 3-credit course students will build a digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. Students will create and manage their own digital portfolios.

Student Need (formerly: Rationale)

This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising with professional writing organizations, submitting to established publications and creating their own publications.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions. The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

Guiding Questions (formerly: General Outcomes)

- 1 How can original texts contribute to the development of artistry?**
- 2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?**
- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)

Submitted By:

The Calgary School Division

Submitted On:

Feb. 27, 2019

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
25-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
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1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

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Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

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Health and Safety

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