

MID-TERM EXAM PREP

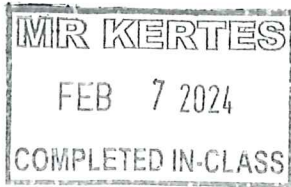
English 9 - Term 2 (2023-24)

Sample Completed Work

Weeks 1-3

Jan 30 to Feb 14, 2024

Part Two



Tyler Robinson
English 9 (2)
2-7

MT#4 Learning Story: How and Why ...

Part 1 - Notes

I. Description Level - class so far

A. R & J movie (1996) by Luhrmann

B. All Is True movie by Elton

C. Levels of Analysis and 5 fs

D. Story: "One Good Man" by Alexie

E. Story/Novel: "The Outsiders" by Hinton

F. Speed writes

G. Poem on Unrequited love (Oliver)

and sensory imagery + alliteration

(literary devices)

H. Purpose of expository essay

I. Purpose of mid term
exam

J. Overview of reports and
other assignments (6 assignments
due before Spring Break)

K. YA romance novel study

L. Four weddings and a funeral
clip (~~"Funder"~~ "Funeral Blues" or
"Stop all the clocks" poem
by Auden)

M. "Story Time" - examples of
your stories that you will
share later on

N. Introduction to theories of narrative

1. What is theory?

2. How do I develop
theory?

3. Why does theory matter?

4. How does this (theory)

connect to English class

essays and assignments?

5. Preview: Bruner, Maracle,

King, Vygotsky

II ~~III~~ Connection level

A. Course theme: "The Power of Love"

B. Other themes:

1. literacy
2. writing as a system
3. writing as a process
4. writing as thinking
made visible
5. family
6. read between the lines
7. make connections
8. loyalty and friends
9. sex and power
10. forbidden love
11. relationships
12. rights and respect
13. theory

III. Reflection Level

A. why does _____ matter?

1. reading ... words allow
you to see and

understand things - meaning

of words helps clarity

how you think (mind-model)

2. writing ... writing puts
your thoughts on paper

so you can revise and

share your thoughts

3. thinking ... rigour and

systematic thinking is

super powerful — it
lets you get what
you want — work for
your values and help
your community

4. essays ... matter because
pain is a theme (write
until your fingers bleed)

5. stories ... matter because
"Stories are all that you
are" (Kings) and they

TRANSFORM perspective,
tell history (memory) and

construct our reality.

6. theory ... it helps

you understand reality,

solve problems, and see

danger (protect yourself

from danger) YOUR

SURVIVAL depends ~~on~~ on

THEORY (praxis)

IV Explain level

A. Why: The point of the course

is to learn how to understand

"theory" and to do "theory" (praxis)

B. What: Dive in, read

stories and read ideas,

think and write

a system (apply rigorous systematic thinking to understand and explain writing as a system)

② How: Read it and some of your learning is implicit and some is explicit (work through the Zone of Proximal Development)

③ Why: The teacher needs to know where you are now in terms of what you know and can do and you need to start "Domk" it

B. Why: The point of the class is for you to "just do it" — write papers (apply theory ...)

1. Explicit instruction on theory

2. Explicit instruction on writing (how to write an essay)

3. Read texts and then write about them

4. Do it (praxis) and

write great essays that

make your thinking visible

Part 2 - Learning story (10 min)

It's been a busy two weeks since the start of this ~~systr~~ semester. So far I have viewed two movies, read three poems, written eight speed writes, heard two essays by Mr. Kertes, completed three home work assignments, completed one quiz, and (am now) writing a learning story.

The point of this class is to think using these theories

uses rigour and systematic thinking to explain how and why reality is like it is. Theory is not a guess or a hunch. In an academic setting theory explains is based on strong evidence and solid reasoning. Theories are used by scholars to explain reality. Scholars use writing as a system to think.

A system is a bunch of parts that work together and working together they do

to do this

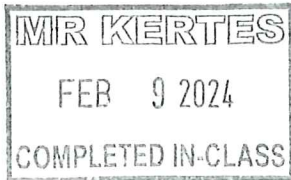
own. Systems are made up of these elements: inputs, outputs, boundaries, function, and components.

The function of writing is to make thinking visible. The inputs are ideas, words, stories, connections, reflections, facts, data, beliefs, and values. The outputs are clarity, theory, understanding, and power. The components include these subsystems:

Five fs, Levels of Analysis, Six Stages of writing, and Systems Thinking.

The point of this class

is to use writing to think better.



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2-9

MT# 5 : Writing as a Process (part 1)

I Learning target

A. I understand how writing is both
a system to make thinking visible
and a process to make thinking
powerful (or useful to me and my
community).

II Learning outcome

A. I can use the writing process
to write 4 essays this term
to show me how writing can

help me do

what matters to me (improve my life and the life of my community).

III. Key ideas

A. System - A system is a bunch of parts that work together and do more together than they can do on their own.

B. Process - A process is a bunch of steps that are connected to achieving an outcome that is greater

than any one step could do on its own.

C. Rigour and systematic thinking -

Using constructive thinking to understand reality, going beyond the surface and getting to the point of "knowing" - understanding how and why something is as it is (truly) -- you cannot ever truly know but you can know well enough to understand how to respond, transform, use, and respect an aspect of reality (and that's really useful - it gives you power to achieve what you care about

(...that is, you can't really know)

D. Reading, writing, listening, speaking,
thinking — These processes
are all connected and
work in similar ways —
they overlap and in oral
traditions the power of
writing is embedded in
story telling, narrative, culture,
and ceremony (so too with
cultures that include writing
as a traditional form of
knowledge production and transmission —
oral communication is as
powerful — indeed more powerful —

than writing.

IV Writing as a system

A. The elements

1. Function: make thinking visible

2. Inputs: ideas, words, stories, connections, reflections, facts, data, beliefs, values, etc.

3. Outputs: clarity, theory, understanding, power

4. Components (include): Five Fs, Levels of Analysis, Six Stages of writing, Systems Thinking

V Writing as a process

A. Not a formula but
a process

B. The point (knowing) is
what matters (not the
process) — but you
have to the process
to get to the point

C. The process leads you
to the point

D. Seems too easy, too
simple (and it is ... but
not really) 😊

E. The process is the (S)

F. Six Stages of writing

1. Wondering Stage
2. Preparing Stage
3. Planning Stage
4. Drafting Stage
5. Revising Stage
6. Publishing Stage

