

# EFP 11 Revised Assignments/Assessments

**Quiz 5** This quiz is on the policy research process, *The Indian Act and the Future of Aboriginal Governance in Canada*, and *Salmon Wars: The Battle for the West Coast Salmon Fishery*. A score of at least 75% is required for a “completed” mark, which is required for an overall grade of 60-100 for the term. The quiz is open note. You may only use the sheet provided (double sided) for notes. You may retake the quiz during Homework Help with Mr. Kertes (M/W/F from 7:45 to 8:45 AM in room 308 – be sure to confirm the day before if you want to attend Homework Help to make up the quiz).

**Homework 21-45** See the website for prompts. Homework through 45 is due Dec. 16. About five homework entries are due each week (every Monday). Be sure to have homework up to date before asking for a signature on your academic card.

**Essay 2 – Textual Analysis Essay** Write a textual analysis essay on a novel or short story by an author who is Indigenous to the land where the story takes place (any novel or story of your choice, the novel can be the same as the one used for Quiz 7). For a grade of 60-100, your paper should be 3-sections (10-15 paragraphs, under 2,000 words). For a grade of 50-59, your paper should be 5-paragraphs (25-30 sentences). Apply MLA format. Essays are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

1. Choose the novel. Start reading it by skimming it first. Identify themes and prominent literary features.
2. Develop a plan. Start with your focusing question. Write it out. Write your focusing question in your journal.
3. With the focusing question in mind, read or re-read your choice of text. While reading, take notes. The notes should focus on details related to the focusing question. Take 10-15 pages of notes (bullet point form or outline form). Fewer pages are required for a score of 50-58. (Write the notes in your journal.)
4. As you are developing your thesis and supporting ideas, write at least five reflections in your journal. These are speed writes. As you do this, read other texts that are related to your inquiry. Take notes in your journal of these sources. (Be sure to record the source title, author, page number, date of publication.)
5. Once you have read or re-read the text, write your thesis statement and at least three supporting ideas. Then write the outline – for 72-100, plan a 3-section paper (10-15 paragraphs, under 2000 words) and for 50-69, plan a 5-paragraph paper (at least 25 sentences). At this point, you will have your literary element or literary element in mind as well. Write these in your journal.
6. Once you have a thesis statement, at least three supporting ideas, and outline, write your first draft. Focus on FILLER and FOCUS – do not focus on FORM or FLOW. Just write out your thoughts in support of the thesis, supporting ideas, sources, and literary devices/elements. Your first draft should include development of your own thoughts and development of your own theory in relation to the text. Draft 1 should go in your journal.
7. For draft 2, use lined paper and double space. Revise draft 1 by reflecting on how to be more focused, clearer, and better at explaining and supporting your idea. Be sure to go back over the evidence, examples, sources, quotes, etc. At this point, follow the outline and be sure to use correct format for your in-text citations. Pay attention to FOCUS, FORM, FILLER, FLOW, and FEELING. Apply all the LOAs. Use systems thinking. Be sure to check over the EFP 11 rubric as you write the draft.
8. For draft 3, you have a choice. You may type it or write it using lined paper and blue or black ink. Revise, improve, refine, and edit. Apply MLA format. Be sure to check over the rubric as you work on the draft. (If using lined paper and pen, spelling errors are not marked down but you should use correct capitalization, indentation, and punctuation – and you should use white out, not cross outs, for this essay.)

**Key Concepts Test** Explain how to understand and explain complex and important ideas using the writing process, theory, and scholarship – in ways that matter to you and your community. To achieve at least a final grade of 50-59 you must score at least 50% on this test, for a final grade of 60-69 you must score at least 60%, for 72-89 at least 72%, and for 90-100 at least 90%. You have a total of three test days to complete this test and you retain any correct answers from prior attempts. You may redo the test as many times as you wish, without penalty.

**Learning Story Test Part 2** Develop and describe a theory of narrative that explains how narrative is constructed and/or how narratives help construct how we perceive ourselves and our realities – using the passages and chapters provided. This is an open note test. Connect to the texts from the author studies (Robinson, Maracle, Highway, Wagamese, and Van Camp) and to the authors on narrative theory (T. King, Maracle, Florence Davidson and Davidson, Bruner, and Robinson). You may bring one set of notes on the paper provided (both sides may be used). This test is scored using the EFP Essay Rubric. You will work through the 6 Stages of Writing and complete a 5-paragraph essay. Evidence of the entire process is marked.

**Quiz 7** Read a novel of your choice by an author who is Indigenous to the land where the story takes place and then systematically describe the novel (closed note for the most part) (you may use the same novel as you did for Essay 2). Quizzes are marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+, 72+, or 90+).

**Policy Presentation** Working as part of a group (of your choice), develop a policy that will solve a problem that matters to your community (aiming to solve the matter within a three year timeline), using a lens of English First Peoples, applying the models, systems, and processes of this course, and reflecting on the role language, government, law, power, and policy, and then describe the policy in a presentation to the class – explaining how the policy will work and why it should be adopted using systematic thinking, rigour, and your own “theory of change” (followed by a class discussion and dialogue). There are three parts to this assignment for marking: Part 1 – Policy Brief; Part 2 – Research Notes; and Part 3 – Presentation/Discussion Participation. You must present and take part in discussion for a *Completed* mark.

**Summation Test** Explain how to understand and explain complex and important ideas using the writing process, theory, and scholarship in ways that matter to you and your community (closed note). You will respond to several texts as part of this assessment, including from Douglas, M. King, Pankhurst, Truth, Maracle, Florence Davidson and Davidson, Robinson, and T. King.

**Final Exam Part 1** Write a paper on how to write an essay, using your own work from throughout this term, various course texts, and other sources of your choice (open note) as evidence and to support your thesis. Use the models covered in class and connect to your own work and other relevant sources. This is a five-paragraph essay that is completed in-class. It is marked using the EFP 11 Rubric.

**Final Exam Part 2** Write a reflective analysis essay on the value of narrative (based on a theory of narrative) in relation to at least one of the films viewed in class (can be a thematic connection) and to several of the texts on narrative theory that were covered in the class so far this term. This is a five-paragraph essay that is completed in-class. It is marked using the EFP 11 Rubric.

**Learning Story Test Part 3** Describe the role of systems thinking, models, theory, scholarship, reading, writing, speaking, and listening in shaping perception and reality, and explain how abstract theoretical ideas and processes can help shape practical policies (how we live together and how our needs are met through cooperative action at the level of a community or other polity), in relation to the course themes and texts – using a lens of English First Peoples and applying the reading, writing, speaking, listening, and thinking skills that were the focus of this course. Learning Story Tests are marked according to the EFP11 Essay Rubric

**Student Led Conference** Complete a self-assessment report and a learning plan, share your report and plan with your family (or with a peer). The make-up date for this is Jan. 27 if not done by Nov. 8.