

New Media 10 Assignment Page

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<u>Assignment #</u>	<u>Value</u>	<u>Date Given</u>	<u>Date Due</u>	<u>Details</u>
11	60	May	June 21-23	It's the FINAL PROJECT!!! Prophesied long ago (at the beginning of the course) by your teacher, it's time to finish off English with a persuasive speech to your peers. Your prompt is: <i>We have the right/responsibility to...</i> (Note the loose connection here to the BC curriculum) Your response can be any topic from anywhere in any tone (like: "We have the responsibility to save the environment" or "I have the right to never look at a cat"). Here are the details: - The speech should be persuasive in nature. This means that you should make a specific argument about a specific topic. The best speeches will start a discussion (sometimes a passionate one).

				- The speech can be in whatever tone you would like: playful, serious, sarcastic, sad, etc. As long as it's engaging. - You may use any form of support, including examples from your own life, or historical examples, or visuals. You are encouraged to use multimedia for support, but it is not necessary. If you include any examples that involve research, submit a valid Works Cited list (no fake news!). - Each speech should have a written component, where any outside information is cited, before the speeches start. Your speech doesn't have to follow it exactly (in fact the best speeches will be more relaxed, based on bullet points), but it should be similar. - The speech should be 3 minutes long. If it is under 2:45 or over 3:15, you'll be deducted 3 points. We'll develop a system to notify you during the speech. - After each speech, the class will have a discussion about your idea. - The class will vote on a winner, who will win a prize, which rhymes with schmandy. Marked using the Speech Rubric. Yay! 1. Scotia - Dogs are Better than Cats 2. Lucas - Why You Shouldn't Update to Windows 11 3. Renee - Sorbet is Infinitely Better than Ice Cream 4. Chloe - Why Cheating in School Should be Encouraged 5. Poppy - Movie Critics are Getting too Picky 6. Tai - Why You Should go Bald 7. Jed - We Should Have the Right to Sue People if they Waste Our Time 8. Jess - Why No One Can Tell Me What To Do 9. Tyler - Social Studies is Useless 10. Olive - Pineapple is Gross on Pizza 11. Adora - Watermelons are the Worst Fruit 12. Selina - Iced Tea is the Best Pop Drink 13. Bryce - VLN Exam System is the Worst Ever Made
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				14. Riley - Why Procrastinating is Better than Doing Something Immediately 15. Josh - Electric Cars are Better than Gas Cars 16. Koah - Dad Jokes are the Best Thing Ever 17. Jonah - Basketball is Better than Football 18. Naomi - Never Use the Fitting Room at Aritzia 19. Maya - Fruit-flavoured cake is better than any classic birthday cake 20. Robbie - Why Students Should Not Have Homework 21. Georgia - Sad media is better than than any other genre of media 22. Angelina - My Issue With the School System 23. Noel - ? 24. Max - Mr. McLean is Awesome / The End of the Year Sucks 25. Ziyana (video) - AI is Good 26. Diva - Why the Hyper Evolution of AI is Bad 1. Patricio - We Have the Right To Laugh at Teachers 2. Seren - Pineapple Belongs on Pizza 3. Tavian - Mario Is A Terrible Person 4. Milo - We Have the Responsibility to Control AI's Growth 5. Michael - We Should Be Our Own Gods 6. Anna - Pineapple doesn't Belong on Pizza 7. Grace - Mr. McLean Should Stop Teaching <i>Hamilton</i> 8. Keira - Pie is Better than Cake 9. Landon - Movies are Better than TV Shows 10. Tyler - Jon Jones is the Greatest Fighter Ever y 11. Leighton - Ringette and Softball Shouldn't Exist 12. Molly - We Should Change Law 112 in Thailand 13. Lukas - Short Form Content is Destroying Pop Music 14. Oscar - Steroids Saved Baseball 15. Leo - Pizza Should Never Be Cut in Squares 16. Peter - We Can't Trust Our Senses
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				17. Curtis - We Should Eat Raw Chicken Y 18. Jenika - I Have the Right to Fall Asleep in Class Y 19. Duncan - Why Friday Should be the Weekend 20. Josh - School Days Should be Shorter Y 21. Yvonne - Students Shouldn't Be Obligated to Attend High School 22. Chris - Ants are Awesome! 23. James - Soccer is Better than Basketball Y 24. Mac - Basketball is Better than Soccer Y 25. Adrianna - Marvel is better than DC OR Why Elon Musk should be in Jail
10	48	May 17	June 15 16	Big Idea: Language shapes ideas and influences others. This project is designed for you to demonstrate your creativity using a medium of your choice (see: the medium is the message). We'll be writing many freewrites based on prompts from the novel we're reading. Hold onto all of them, with titles and dates. When we're wrapping up the novel, your task will be to take one of them and expand it into a complete story. Your story may take any of the following formats: - A classic short story, with a word limit of 1000 words. - A podcast telling the story, with a time limit of six minutes - A comic or a choose your own adventure story, which should take roughly six minutes to read - A video game that should take six minutes to play - A story told in person to the class, which takes no more than six minutes - A song that tells a story, no more than six minutes

				- Any other form that you feel is a story, which takes roughly six minutes to engage with. Your response should include the original freewrite. Each student will present their final project to the class with an explanation of the story, and why they chose the medium they did. We will negotiate the proper rubric together as you create it. Mark will be based on the Creative Writing Rubric, but may be amended based on form.
9	42	May 15	June 4 5	At about the halfway point in the novel, we'll be conducting a quiz. The quiz will be open book, and open note (one page, double sided, of whatever content you would like). You will be given a specific quote from a specific page, and then asked to offer a literary analysis paragraph. You'll be provided with three possible literary terms to analyse - you'll pick one, and respond in a paragraph. Your response will be marked using the Academic Writing Rubric, and will check your comprehension of the novel so far, and not only your understanding of literary terms, but how to apply them.
8	51	April 13	May 15 17	Big Idea: <u>Texts</u> are socially, culturally, and historically constructed. Due May 15 The project you'll be focusing on for <i>Hamilton</i> will build off of the skills you learned with paragraph and essay writing. Once we're done the musical, we'll take a few lessons to respond in an inquiry-based essay of five paragraphs (intro, three body paragraphs, conclusion). Here're the steps we'll be taking: 1. Listen to or watch the musical, and take notes along the way. 2. Choose a focus you might want to explore. Some possible directions: a. Morality (is something ethical or not?) b. Characterization (What kind of person is someone?)

				c. Theme d. Literary devices e. Pop Culture and/or Historical References f. Comparison 3. When we're done, ask yourself a question about the musical. For example: a. What is a thematic statement that applies to the musical? b. How does the musical use symbolism? c. Is this a sexist text? d. Is Burr a moral person? e. Why does the play make so many references to pop culture? f. Is this musical historically accurate? 4. Brainstorm ideas. 5. Conduct outside research into your idea. Your research should consult valid sources, and at least one quote from outside of the novel must be present in your essay. 6. Create a plan for your essay. It should look something like this: a. Question: b. Thesis statement: c. Paragraph 1 topic: i. Quote: ii. Quote: d. Paragraph 2 topic: i. Quote: ii. Quote: e. Paragraph 3 topic: i. Quote: ii. Quote: 7. Write the essay. 8. Have three peers edit the essay. You must show evidence of their feedback. 9. Create a Works Cited List (some questions may require multiple entries, each of which should be valid, appropriate sources)
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				10. Check that your essay follows Mr. McLean's Writing Tips. 11. Submit a good copy. Marked using the Academic Writing Rubric. The mark breaks down like this: - Plan (3 points) - Works Cited (3 points) - Visual evidence of three peers editing your essay (3 points) - Essay (42 points)
7	48	April 13	Part 1: Apr 24 Part $\frac{2}{3}$: May 3 4	Assignment 7 - Counternarrative Project - Reflection due April 24, Project due May 3. See document for more details.
6	48	April 13	TBD	Be the teacher for ten minutes, based on a section of your chosen text (either Hamilton or The Marrow Thieves). Student date and sections are outlined in the calendar. See presentation rubric for more details.
5	42	March 7	April 6th 4th 12th	Big Idea: Digital citizens have rights and responsibilities in an increasingly globalized society. Consider both or either of the cognitive biases sheet and the logical fallacies sheet. Choose a topic that is being discussed or debated currently in society (by currently, let's go with some time in the last six months), and find two written editorials from popular (note: it doesn't need to be unbiased) newspapers or news websites. They can disagree with each other, but don't need to.

				Write a four paragraph (intro, two body paragraphs, conclusion) expository essay (expository means your main job is to explain, rather than persuade) analysing the two articles for their use of cognitive biases and/or logical fallacies. Be sure to include a Works Cited list at the end of your essay. Marked using the Academic Writing Rubric.
4	24	Feb 15	Feb 22 24 27	Big Idea: The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. Create a series of three original photos created and edited by you (nothing taken from others), inspired by ONE quote from “Freedom,” “DNA,” <u>or</u> “This is Water.” Your final product should feature the quote as the title of your work, and your three photos should be presented physically as one unit (as in: you’ll want to not only consider the photos themselves, but how those photos are presented on a larger background). Underneath, or attached to the visual, create a written explanation of around 4 sentences (as if it were in a museum or a gallery) that explains the link between your images and the quote. Feel free to consult this link for more guidance on how to take an appropriate photo. Alternative Create one image (this can be a photo or a piece of art), created and edited by you (nothing taken from others), inspired by ONE quote from “Freedom,” “DNA,” <u>or</u> “This is Water.” After you’ve made your piece of art, go to DALL-E and try to recreate the image using a description. Post both images next to each other. Your final product should feature the quote as the title of your work, and your photos should be presented physically as one unit (as in: you’ll want to not only consider the photos themselves, but how those photos are presented on a larger background). Underneath, or attached to the visual, create a written explanation or roughly 5 sentences (as if it were in a museum or a gallery) that explains the connection

				between the image and the quote, and also explains your thoughts on an AI image being used next to your own work. Feel free to consult this link for more guidance on how to take an appropriate photo. Marked using the Photography Rubric.
3	36	Feb 13	March 4-3 6-7 8	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. Texts are socially, culturally, geographically, and historically constructed. Your task is to write a literary analysis paragraph, exploring the use of symbolism in <u>up to three</u> of the texts we'll examine in this unit: "Freedom" by Beyonce, The Art of Kent Monkman, "DNA" by Kendrick Lamar, "This is Water," by David Foster Wallace, and <i>The Matrix</i> by the Wachowski siblings. You may choose to dive deeply into one text, compare two, or connect three of them. Your final response is expected to follow citation rules (including a Works Cited), Mr. McLean's Writing Tips, and formal paragraph structure.
2	30	Feb 7	Determine d by the class Apr 4	Big Idea: The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. Books are fun! Let's read some. The spirit of this project is that I'd like you to enjoy reading something, and then respond to it in a way that doesn't kill that enjoyment of the reading. Here are the steps: 1. Choose a book to read. Some ground rules:

				a. In honour of Black History Month, I'm asking you to choose a book written by a Black author. Here is a list of possibilities, and another one, and another one. b. You can't have ever read it before. I'm operating in good faith here, so please be honest. c. You can have just started it recently, if you'd like. d. It should be an appropriate length (somewhere between Captain Underpants and War and Peace) and difficulty for where you're at as a reader. e. It should be fictional (I'm open to biographies, but I'm going to nudge you in the direction of fiction). f. It can break from the norm - graphic novels, audio books, poetry, etc. are definitely acceptable. g. You should pick something you think you'll enjoy. 2. Read it. Try to finish the book by <u>after Spring Break.</u> 3. Join forces with one (or more) other person reading a novel. This can be another student, or you can find a member of your community. 4. Once you're both done the novels, work together to create an Infographic that answers ONE of the questions. The goal is to demonstrate a sophisticated application of synthesis (the ability to blend together two different concepts, in order to create a provable new argument). a. Consider the theme of voice in both novels. How do the two novels connect on that topic, and in what way do they agree? b. Consider a character from both novels. How are they similar and different, and what does that tell us about human nature? c. Consider how both novels approach technology and/or media. What message on that topic applies to both novels? d. Consider the role of setting in your novels. What do the books tell us about our environment? e. Another question, connecting the two novels, of your choice. What question can you think of?
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				5. Prepare a presentation of the infographic to the class, to be displayed on the wall. In this presentation, offer: - Your main findings from this project. - Whether you would recommend your books or not, to be read in New Media 10. 6. Marked using the Infographic Rubric. Here's an example, taken from Canva. Have fun!
1	12	Feb 7	Feb 10	Big Idea: People understand text differently depending on their world views and perspectives. Come to class prepared to write a short response (this can be persuasive or narrative), of roughly a paragraph length (around 12 sentences, but it can be much longer if need be), with the prompt of a photo that I will show on that day. The writing should be by hand if possible, but you have the right to a computer if it will help you be successful. In your response, you may use any support that feels right to you, including fictional elements, personal stories, or examples from history or culture. Marked using the Academic Writing Rubric, or the Creative Writing Rubric This assignment has three purposes: first, it's meant to get you back into the process of writing, and for you to see how I mark. Second, it allows me to start to get a grasp on your writing styles (and on what skills we may need to develop). Third, it provides me with a foundation to consult, if ever there are concerns around plagiarism (for this reason, I'll be holding on to this assignment after it is marked. There will also be a similar written response at the end of the year, which should show improvement). You'll have as much of the class time as you'd like to complete this.