



NIAGARA ACADEMY

COURSE OUTLINE

COURSE:	Grade 12 Writer's Craft, University Preparation (EWC4U)
SCHOOL:	Niagara Academy
DEVELOPED BY:	L. Cousineau, August, 2012, R. Lott, 2014, S. Milberry, 2016
COURSE TITLE:	English
COURSE TYPE:	University Preparation
COURSE GRADE:	Twelve
COURSE CODE:	EWC4U
DEVELOPED FROM:	The Ontario Curriculum Grades 11 and 12, English, 2007
PREREQUISITE:	Grade 11 English, University Preparation
COURSE DURATION:	110 hours
CREDIT VALUE:	1.0
TEXTS:	Artichuk, Francine, et al. <i>Echoes 11: Fiction, Media, and Non-Fiction</i> . Don Mills: Oxford University Press Canada, 2001. Print. Artichuk, Francine, et al. <i>Echoes 12: Fiction, Media, and Non-Fiction</i> . Don Mills: Oxford University Press Canada, 2002. Print. Harper, Sue, and Patricia Westerhof, eds. <i>The Writer's Craft</i> . Orlando: Harcourt Canada, 2003. Print.

COURSE DESCRIPTION AND RATIONALE

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

OVERALL EXPECTATIONS

A. Investigating Writing:

By the end of this course, students will:

A1. Writing, Writers, and the Writing Life: demonstrate an understanding of writing as an art, a craft, and a career as they explore the work of a variety of Canadian and international writers..

B. Practising Writing:

By the end of this course, students will:

B1. Exploring Ideas, Forms, and Styles: generate and experiment with ideas about writing content, forms, and styles;

B2. Drafting and Revising: organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;

B3. Editing, Proofreading, and Publishing: use editing, proofreading, and publishing skills and strategies to refine and polish their work;

B4. Collaborative Writing: collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting.

C. Reflecting on Writing:

By the end of this course, students will:

C1. Metacognition: identify their strengths as writers and areas where they could improve, and assess the growth and development of their own writing style.

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement

Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course which are described in the achievement chart on pages 24-25 of The Ontario Curriculum Grades 11 and 12, English, 2007, (<http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>)

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement), and the document page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario

Schools, 2010, as a guide (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>) .

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students' progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student's capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success)..

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrated the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

COURSE CONTENT AND EVALUATION

Evaluation in each unit will include Knowledge/Understanding - 25%, Thinking - 25%, Communication - 25%, Application - 25%. The following will be included in evaluating students' work: quizzes, test, seminar presentations, written reports, creative extension assignments, independent learning projects.

Unit	Unit Description	Term Work Evaluation	Hours
Unit One	<i>The Writing Process</i> <ul style="list-style-type: none"> • Plagiarism and MLA formatting • Paraphrasing • Language Conventions • Editing and Revising • Developing Voice • Diction & Tone • Figures of Speech, Rhetorical Devices, Clichés • Point of View • Stream of Consciousness • Inclusive Language 	16%	28 hrs
Unit Two	<i>Narrative and Short Story</i> <ul style="list-style-type: none"> • Plotting • Developing Character • Dialogue • Sense of Place (Setting) • Point of View • Alternative Forms: Drama, Graphic Texts 	15%	25 hrs
Unit Three	<i>Children's Literature</i> <ul style="list-style-type: none"> • Developing Character • Importance of Conflict • Developing Plot • Creating Suspense • Writing Dialogue • Alternative Forms: Drama, Graphic Texts 	15%	24 hrs
Unit Four	<i>Poetry</i> <ul style="list-style-type: none"> • Structured Forms and Conventions • Found Poetry • The Diamante • The Haiku • Free Verse Poetry 	12%	20 hrs
Unit Five	<i>Non-Fiction Writing</i> <ul style="list-style-type: none"> • Journalism • Writing the Review • Travel Writing • Speeches • Business Communications • Exploring Writing Careers 	12%	13 hrs
	Total Term Work	70%	110 hrs
Final Evaluations	Culminating Activity	20%	
	Final Exam	10%	
	FINAL MARK	100%	

TEACHING AND LEARNING STRATEGIES

The Curriculum in English The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners.

The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners. Each unit of study will contain components from the three strands of the curriculum: *Investigating Writing; Practising Writing; and Reflecting on Writing.*

Assessment for Learning (see page3): Pre- and mid-unit of study checklists, journal reflections, and daily exit slips.

Assessment as Learning (see page 3): Presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress. Some examples include: weekly self-assessments, peer-assessments, and end of unit reflections.

A variety of teaching strategies will be employed: scaffolding, cooperative small-group learning, role playing, simulations, brainstorming, mind mapping, creating scenarios for decision making, independent research, issue-based analysis, personal reflection, problem posing, seminar presentations, Socratic lessons, writing process, technology, constructive or creative dialogue.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

RESOURCES

Greenblatt, Stephen, ed. *The Norton Anthology of English Literature: The Major Authors*. 9th ed. New York: W. W. Norton & Company, Inc., 2013. Print.

Culham, Ruth. *6+1 Traits of Writing: The Complete Guide*. Scholastic Teaching Resources, 2003. Print.

Independent Learning Centre. *The Writer's Craft EWC4U-A*. 2006. Print.

Parker, John F., and Barbara-Anne Eddy. *The Process of Writing*. Don Mills, Ont.: Addison-Wesley, 1983. Print.