



**COURSE OUTLINE 2019-2020**

<b>Course Name:</b>	<b>The Writer's Craft Grade 12</b>	<b>Course Code: EWC 4U1</b>
<b>Course Type:</b>	<b>Grade 12 University Preparation</b>	<b>Credit Value: 1.0</b>
<b>Teacher(s):</b>	<b>Ms. Bloomfield</b>	

**Course Description:**

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.

**Prerequisite: English, Grade 11, Univ. Preparation**

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>

**Course Overall Expectations:**

<b>Strand</b>	<b>Overall Expectations</b>
<b>INVESTIGATING WRITING</b>	<b>1. 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>
<b>PRACTISING WRITING</b>	<b>1. Exploring Ideas, Forms, and Styles: generate and experiment with ideas about writing content, forms, and styles; 2. Drafting and Revising: organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience; 3. Editing, Proofreading, and Publishing: use editing, proofreading, and publishing skills and strategies to refine and polish their work; 4. Collaborative Writing: collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting.</b>
<b>REFLECTING ON WRITING</b>	<b>1. Metacognition: identify their strengths as writers and areas where they could improve, and assess the growth and development of their own writing style.</b>

**Assessment and Evaluation Strategies:**

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods
1. Autobiography - personal writing	<p>Evaluations are varied and may include response writing, quizzes, tests, projects, seminars, oral presentations, essays, conferences, workshops, journals and performances.</p> <p>Teachers will identify one major evaluation or set of evaluations per unit.</p> <p>Process work needs to be done in a timely way to be of value to the student and evaluated by the instructor.</p>
2. Short story- narrative fiction	
3. Column/ Journalism	
4. Non-Fiction / Review	
5. Flash Fiction / Monologue	
6. Poetry-exploring a variety of types and styles	
7. Culminating Activity / Independent Study: Independent Writing Project (IWP)- self-directed, year-long	
Final Exam	In-class writing

#### Assessment and Evaluation Categories and Weights:

Achievement Chart Categories			Evaluation/Weight of Marks		100 %
Achievement Category	%				
Thinking/Inquiry	100		Term	Journal	10
Knowledge				Major Assignments	25
Communication /Understanding				Minor Assignments	30
Application				I. W. P. Process work	5
			Summative	I.W.P. Product exam	10
				20	

Note that the Achievement chart for English identifies four areas of knowledge and skills: Knowledge and Understanding, Thinking, Communication, Application. These categories are used in a balanced fashion to develop quality assessment tasks and tools, plan instruction for learning, and provide meaningful feedback to students. (*English Curriculum 2007; Growing Success*)

#### Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. ( e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

#### Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

#### Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments may apply to major assignments only.**

**References:** *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.  
*Student Planner and School Web site*