Canterbury High School
Ottawa-Carleton District School Board
Department
Non Semestered – 2010 / 11 – Course Outline

Course Title: Grade 12 Literary Arts – The Writer's Craft

Course Code: EWC 4UK

Prerequisite: grade 11 Literary Arts

Grade Level: 12

Credit Value: 1

Course Overview 110 hours

The Writer's Craft, Grade 12, University Preparation (EWC4U)
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.

Auditioned students work at an accelerated level and work with peer group over the four year program. These students have nurtured their art practice by deliberately developing right-brain techniques and habits. They have already demonstrated their ability to develop strongly in the art of their choice and have made a commitment to be dedicated to their art and the extra challenges which will be involved. The congregated English classes are critical for the integration of all their writing studies and skills; the two grade 12 courses run concurrently.

Strands:
Course Expectations

Investigating the Writer's Craft
Overall Expectations
By the end of this course, students will:
- analyse and assess how techniques, diction, voice, and style are used in a range of forms of writing to communicate effectively;
- demonstrate an understanding of how various writers think about and practise the craft of writing.
Understanding the Writer's Craft
Overall Expectations
By the end of this course, students will:
- analyse interviews with and articles by a variety of writers about the craft and practice of writing to increase knowledge of the techniques, skills, and processes of writing;
- analyse selected works and articles by writers from around the world to assess their practices and beliefs about writing;
-conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them (e.g., contact authors and publishers electronically; submit writing for assessment on the Internet; research writers' trade magazines for publication opportunities; interview professional writers in a variety of specialized fields).
-share their knowledge of the writer's craft with other developing writers
-present their own work in a formal setting
 Practising the Writer's Craft
Overall Expectations
By the end of this course, students will:
-produce writing for a range of purposes and audiences with an emphasis on well-developed content and the effective use of appropriate forms, techniques, diction, voice, and style;
-assess the effectiveness of their own and others' written work.
Assessing Their Own and Others' Written Work
Overall Expectations
By the end of this course, students will:

-assess the creative choices made in producing their written work (e.g., the choice of content, form, techniques, diction, voice, and style in relation to the purpose and audience);
-assess the content, organization, style, and impact of drafts and final versions of informational and literary written work produced by peers, providing objective and constructive suggestions (e.g., discuss in a group the content and impact of a narrative; work with a partner to identify strengths and weaknesses in a draft of a poem; participate in a peer conference to provide feedback on a script in progress; assess the organization of the argument in an editorial; develop criteria to assess various forms of writing);
-demonstrate an understanding of the writing skills and knowledge required for success in various university programs and careers (e.g., use guest speakers, field trips, interviews, and print and electronic resources to investigate the types of writing required in university programs; research and report on the opportunities for publication for particular forms of writing; set goals for personal improvement in writing);
-use group skills effectively during the assessment of written work (e.g., make critical and constructive suggestions for revision; use feedback to improve their own and peers' writing).

Units of Study
Non-ficton
Poetry
Script writing
Short fiction
Personal Practice
Concept Piece
Legacy Project
Soirée

Teaching Strategies
- the students write on a daily basis and have access to teacher feedback on a daily basis
- the teacher introduces/reviews a number of writing styles
- the students incorporate peer feedback
- practicing professional writers may be brought in to teach and offer feedback
- the students present their work on a regular basis

Assessment and Evaluation Strategies
- written and oral feedback is given to the students
- the rubric for personal writing and the rubric for creative writing are used as feedback tools
- students are encouraged to revise their work incorporating teacher and peer feedback

Evaluation Summary
(Based on school assessment and evaluation policies - standard format in each department)

Determination of Final Grade
70% of the grade will be based on evaluations conducted throughout the course.
- *The 70% mark should include evaluations of the four categories (Knowledge/ Understanding, Thinking/Inquiry, Communication and Application).*
- *Weighting of categories may vary from subject to subject, reflecting the difference in the program and expectations for that subject.*
- *Although weighting may vary from school to school, individual departments should be consistent in their decisions for the weighting for each course.*

30% of the final grade in all courses will be based on a final evaluation that will be administered at or towards the end of the course.
- *This summative evaluation may take the form of an examination, performance task, class test, essay, and/or other methods of evaluation suitable to the course content.*
- *The summative evaluation process must allow the student to fully demonstrate the key course expectations across the four Achievement Chart categories.*
- *An examination is a formal test done during the school's official examination period. When an examination forms part of the 30% summative evaluation, it will have the weighting specified in the Board's "Subject-Specific Mark-Weighting Guidelines."*

Attendance:

- *Because regular attendance is an integral part of learning and assessment, irregular attendance may jeopardize a student's ability to earn a credit in a particular course. Students will be responsible for all materials studied in classes. (OCDSB-Evaluation Policy 5.9.1) Teachers will assist students in catching up but are not expected to re-teach the missed work.*
- *Under no circumstances will marks of "0" be assigned for tests, assignments, etc. missed for legitimate documented reasons. (OCDSB Policy 5.9.3)*

Learning Skills:

- *The report card provides a record of the learning skills demonstrated by students in every course, in the following five categories: Works independently, Teamwork, Organization, Work Habits, and Initiative. The separate evaluation and reporting of learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations.*

Late and missed evaluations:

- *see handout - (board policy)*
- *incorporate specific procedures form each department*

Academic Honesty: (board policy)

- *If a student participates in academic fraud (e.g., cheating on tests, plagiarism in assignments), he/she is deemed not have met the expectations associated with that particular grading activity; **a mark of zero will be assigned**.*

The Achievement Chart for English

The achievement chart that follows identifies four categories of knowledge and skills in English – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.)

The achievement chart is meant to guide teachers in:

planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
selecting samples of student work that provide evidence of achievement at particular levels;
providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
devising a method of final evaluation;
assigning a final grade.
The achievement chart can guide students in:

assessing their own learning;
planning strategies for improvement, with the help of their teachers.
The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

a standard provincial report card, with an accompanying guide
instructional planning materials
assessment videos
training materials

an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 11 and 12, English

Category 50-59%
(Level 1)
 60-69%
(Level 2)
 70-79%
(Level 3)
 80-100%
(Level 4)

Knowledge/
Understanding
 The student:

----

knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)
 demonstrates limited knowledge of forms, conventions, terminology, and strategies
 demonstrates some knowledge of forms, conventions, terminology, and strategies
 demonstrates considerable knowledge of forms, conventions, terminology, and strategies
 demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies

understanding of information, ideas, concepts, and themes
 demonstrates limited understanding of information, ideas, concepts, and themes
 demonstrates some understanding of information, ideas, concepts, and themes
 demonstrates considerable understanding of information, ideas, concepts, and themes
 demonstrates thorough and insightful understanding of information, ideas, concepts, and themes

understanding of relationships among facts, ideas, concepts, and themes
 demonstrates limited understanding of relationships among facts, ideas, concepts, and themes
 demonstrates some understanding of relationships among facts, ideas, concepts, and themes
 demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes
 demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes

understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts
 demonstrates limited understanding of the uses and effect of rhetorical elements
 demonstrates some understanding of the uses and effect of rhetorical elements
 demonstrates considerable understanding of the uses and effect of rhetorical elements
 demonstrates thorough and insightful understanding of the uses and effect of rhetorical elements

----

Thinking/

Inquiry
 The student:

----

critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)
 uses critical and creative thinking skills with limited effectiveness
 uses critical and creative thinking skills with moderate effectiveness
 uses critical and creative thinking skills with considerable effectiveness
 uses critical and creative thinking skills with a high degree of effectiveness

inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)
 applies few of the skills involved in an inquiry process
 applies some of the skills involved in an inquiry process
 applies most of the skills involved in an inquiry process
 applies all or almost all of the skills involved in an inquiry process

----

Communication
 The student:

----

communication of information and ideas (e.g., through logical organization)
 communicates information and ideas with limited clarity
 communicates information and ideas with some clarity
 communicates information and ideas with considerable clarity
 communicates information and ideas with a high degree of clarity, and with confidence

communication for different audiences and purposes (e.g., choice of language and style)
 communicates with a limited sense of audience and purpose
 communicates with some sense of audience and purpose
 communicates with a clear sense of audience and purpose
 communicates with a strong sense of audience and purpose

use of various forms of communication (e.g., essays, narratives, debates, poems, reports)
 demonstrates limited command of the various forms
 demonstrates moderate command of the various forms
 demonstrates considerable command of the various forms
 demonstrates extensive command of the various forms

Application
 The student:

----

application of required language conventions (e.g., grammar, usage, spelling, punctuation)
 uses the required language conventions with limited accuracy and effectiveness
 uses the required language conventions with some accuracy and effectiveness
 uses the required language conventions with considerable accuracy and effectiveness
 uses the required language conventions accurately and effectively all or almost all of the time

application of oral communication and media conventions and techniques
 uses oral communication and media conventions and techniques with limited effectiveness
 uses oral communication and media conventions and techniques with some effectiveness
 uses oral communication and media conventions and techniques effectively
 uses oral communication and media conventions and techniques effectively and creatively

application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)
 uses reading strategies with limited competence
 uses reading strategies with moderate competence
 uses reading strategies with considerable competence
 uses reading strategies with a high degree of competence

application of the writing process (e.g., choice of topic, revision, use of resources)
 uses the writing process with limited competence
 uses the writing process with moderate competence
 uses the writing process with considerable competence
 uses the writing process with a high degree of competence

application of technology (e.g., choice of tools and software, ethical use)
 uses technology with limited appropriateness and effectiveness
 uses technology with moderate appropriateness and effectiveness
 uses appropriate technology with considerable effectiveness
 uses appropriate technology with a high degree of effectiveness

making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)
 makes connections with limited effectiveness
 makes connections with moderate effectiveness
 makes connections with considerable effectiveness
 makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.