

**Forest Hill Collegiate Institute**  
**Course of Study and Evaluation Statement**

**Grade 12 Writer's Craft: University – EWC 4C/U1**

**Note 1: Specific Curriculum Expectations:**

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

**Note 2:** Detailed information on assessment, evaluation, and reporting in Ontario schools will be based on the policies and practices described in *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12* (2010). Full document can be located at <http://www.edu.gov.on.ca/eng/policyfunding/success.html>

**1. Course Details**

- Program Area: English
- Curriculum Leader: L. Rodopoulos
- Course title: The Writer's Craft, Grade 12, University Preparation (EWC 4C/U1) Credit Value 1.0
- Prerequisites(s) and co-requisite(s): English, Grade 11, College/University Preparation
- Textbook(s) and resource materials that are essential to the course: N/A

**2. Overall Goals**

- 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.

**Overall Expectations:****A. INVESTIGATING WRITING**

By the end of this course, students will:

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. PRACTISING WRITING**

By the end of this course, students will:

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 and Proofreading: use editing and proofreading 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.

**C. REFLECTING ON WRITING**

By the end of this course, students will:

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

- Overall Expectations in the areas of Investigating the Writer's Craft; Practicing the Writer's Craft; Reading and Interpreting Literary Texts; Responding to Literary Texts. By the end of the course, students will:

- *In Investigating the Writer's Craft*

- \* analyze 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 practice the craft of writing.

**•In *Practicing the Writer's Craft***

- \* 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.

**•In *Reading and Interpreting Literary Texts***

- \* read and demonstrate an understanding of a variety of literary texts from different periods and countries;
- \* demonstrate an understanding of how form, language, voice, and style are used to communicate meaning and enhance the impact of literary texts;
- \* demonstrate an understanding of a variety of interpretations of literary texts;
- \* analyze the function and significance of literature in society.

**•In *Responding to Literary Texts***

- \* produce personal and critical responses to a variety of literary texts;
- \* produce creative responses to a variety of literary texts.

**2. Program Planning Considerations**

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.

**3. Learning Skills**

*Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Works Responsibility, organization, independent work, collaboration, initiative, and self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

**4. Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

**5. Teaching Strategies**

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision-making, and discovery.

- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- *Independent Study* refers to the range of instructional methods, which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

## 6. Assessment and Evaluation Strategies

### Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used: Written assignments, Journals, Oral presentations.

## 7. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in three broad strands, according to the weightings shown:

Investigating Writing (Investigation)	Practicing Writing (Application)	Reflecting on Writing (Reflection)
30%	30	10

## 8. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.
- **Course content:** *unit titles in the sequence in which the material will be studied and a suggested time frame in hours as best as known at the time of printing.*

Unit 1: Introduction to Writing – the basics, including: Mechanics/Technical skills, Observation tasks, Perspective tasks, Creative writing tasks, Vocabulary Building. (concurrent)

Unit 2: Short Story study with focus on minimalist style; Raymond Carver and Alice Munroe focus.

Unit 3: Poetry, and Spoken Word or Slam Poetry, Epic Poetry, Romeo is Bleeding Doc, including tasks pertaining to the distinctive elements and conventions of poetry.

Unit 4: Play script writing (one act plays focus). This unit will lead into the culminating assignment.

Unit 5: ISP involving reading and writing/presentation of a critical book review selected from international authors, spanning several genres, movements, time periods and authors. (concurrent).

## 9. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities are included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

**Culminating activity worth 30% of Final Grade:**

- Writing an original one-act play, modeled on Post-Modernist and Contemporary pieces, including preplanning treatment, class readings of scripts, spatial experience in the auditorium and a short reflective piece on this process.

**10. Determining Marks for the Midterm Provincial Reports in November and April**

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

**11. Determining the Mark for the Final Report Card**

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

**12. Teacher-Specific Information**

- Teachers are available for extra help upon request.
- Parents can contact teachers in the English department through the main office at (416) 393-1860 ext. 20090.

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**COURSE EVALUATION PLAN****EWC4U1 - The Writer's Craft****30% Final Evaluations**

Culminating project: Original One-Act Play

Task	Achievement Chart Focus	Overall Expectations
Play Script treatment	- Investigating writing	A – 1, 2, 3, 4, 5
Play script	- Practicing writing	B – 1.1, 1.2, 2.1, 2.2, 2.3, 3.1,
Reflection – Public Reading of original One Acts	- Reflecting on writing	3.2, 4.1, 4.2, 4.3
		C – 1, 2, 3, 4

**70% Course Work**

Unit 1: Writing Foundations (concurrent through semester)

Task	Achievement Chart Focus	Overall Expectations
Various small writing pieces exploring (assessments):	- Investigating writing	A – 1, 2, 3, 4, 5, 6
- Dialogue/Mono writing	- Practicing writing	B – 1.1, 1.2, 2.1, 2.2, 2.3, 3.1,
- Descriptive writing	- Reflecting on writing	3.2, 4.1, 4.2, 4.3
- Perspectives (POVs)		C – 1, 2, 3, 4
- Setting		
Free writing (assessment - ongoing through semester)	- Practicing writing	A – 1, 3, 4
	- Reflecting on writing	C – 2, 3

## Unit 2: Short Story

Task	Achievement Chart Focus	Overall Expectations
Short Story Analysis	- Investigating writing	A – 1, 2, 3, 4, 5
Minimalist short story writing (including character creation, plot development, drafting and editing processes) - Reflective pieces	- Practicing writing - Reflecting on writing	B – 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3 C – 1, 2, 3, 4

## Unit 3: Poetry

Task	Achievement Chart Focus	Overall Expectations
Original Epic Poem/Poetic Composition and Reflection	- Investigating Writing- T.S. Eliot’s “The Waste Land”	A - 1, 2, 3, 4, 5, 6
Original Slam Poem Composition and Performance Reflection	- Practicing Writing - Reflecting on writing	B – 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3 C – 1, 2, 3, 4

## Unit 4: ISP

Task	Achievement Chart Focus	Overall Expectations
Reading a classic novel with a focus on voice and genre- specific conventions. Includes: - Book Review and excerpts, including a concise synopsis of the novel - presentations - written reflections	- Investigating writing - Reflecting on writing	A – 1, 2, 3, 4, 5, 6 C – 2, 3

## Unit 5: Play scripts &amp; Culminating

Task	Achievement Chart Focus	Overall Expectations
Readings and Reflective analysis of One Acts	- Investigating Writing - Reflecting on writing	A - 1, 2, 3, 4, 5, 6 C – 2, 3
Dramatic Concepts Monologue/Dialogue Writing and Public reading of an Original One Act Play	- Practicing Writing	B – 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3

Evaluations and Marks Breakdown		
Investigation (30%)	Practicing (30%)	Reflecting (10%)
Workshops – Various 5% Minimalist Presentations 10% Poetry Analysis 10% ISP Novel 5%	Various styles 2% Minimalist Shorts 10% Slam Poems 5% Epic Poem 10% Book Review Present. 3%	Minimalism 3% Slam Poetry 2% Epic Poetry 3% Sunday Times Reviews 2%