

EWC 4U1
COURSE OVERVIEW AND PROFILE

Program Area	English
Course Title	English Writer's Craft,, Grade 12, University Preparation
Credit Value	1.0
Date of Revision	September 2021
Teacher Developer	Liz Burnip
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COURSE DESCRIPTION

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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, University

COURSE OVERVIEW

Assignment and Units	Due Date	Value %
Audience and Purpose (I)	September 17	6
Audience and Purpose Reflection (R)	September 28	2
Short Story Analysis and Comparison (I)	October 1	8
Short Story Assignment (W)	October 15	12
Short Story Written Reflection (R)	October 26	2
Personal Essay (W,I)	October 29	9
Personal Essay Reflection (R)	November 9	2
Non Fiction Writing Assignment (W,I)	November 12	10
Non Fiction Writing Reflection (R)	November 23	2
Poetry Portfolio (W)	November 26	10
Poetry Portfolio Reflection (R)	December 7	2
One Act Play (Culminating) (W)	December 10	15

One act Play Reflection (R)	January 4	2
One Act Play Presentation(Culminating)(W, I)	January 7- 11	15
Week of Amnesty and Catch up	Week of January 17-20	various
Final Overall Writing Reflection (R)	January 20	3

Highlighted reflections are done on the day after assignment is returned and done in class with self reflection on the writing process learned and discovered in assignments

***Please Note:** Every attempt will be made to follow the above content, timelines and due dates; however, some or all may be subject to change as circumstances require over the course of the semester.

ASSESSMENT AND EVALUATION

- The primary purpose of assessment and evaluation is to improve student learning.
- Assessment is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- Evaluation refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating students' achievement. Students are evaluated according to major categories, or strands, in each course. Ministry curriculum documents provide detailed descriptions of student achievement levels.
- In order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities both to learn and demonstrate your learning.

This chart describes how you will be evaluated in this course:

Term / Culminating	Strand	Weight
Term 70% of your overall grade in this course	Investigating Writing (Investigation)	40%
	Practicing Writing (Application)	45%
	Reflecting on Writing (Reflection)	15%
Culminating 30% of your overall grade in this course	Culminating	30%

LEARNING SKILLS

- These are the skills and habits that are essential to success in school and in the workplace. The learning skills that will be evaluated in this course are:
 - Responsibility
 - Organization
 - Independent Work
 - Collaboration
 - Self Regulation
- Teachers report achievement on the five Learning Skills using letter symbols:
 - E = Excellent
 - G = Good
 - S = Satisfactory
 - N = Needs Improvement
- Learning Skills affect levels of achievement, but are not included in the determination of the final grade for this course. An assessment of a student's Learning Skills in this course will appear as a separate section of each Report Card.

ACADEMIC HONESTY

- Students are expected to submit only their own original work on evaluations done both in and out of class.
- Plagiarism is the misrepresentation of ideas and/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 by the teacher and communication with the student and their parent/guardian. The teacher may also involve school administration in the matter.
- Students will receive a mark of zero for all components of the plagiarized work.
- This applies to all student submissions and contributions, written, oral, and visual.

PROGRAM EXPECTATIONS AND PLANNING CONSIDERATIONS

- Attendance and Participation → Students are expected to attend all classes except in the case of illness or other legitimate absence. Should you need to miss one or more classes, please communicate with your teacher as soon as possible so you do not fall behind.
- Individual Education Plan → Accommodations to meet the needs of exceptional students as set out in their IEP will be implemented within the classroom or (to the greatest extent possible) online.
- Technology in the Curriculum → Students are expected to access our Google Classroom on a daily basis during every Week 1. This tool will be used to supplement our in-class instruction, post course materials, and make announcements. In addition, all student work will be collected through our Google Classroom.
 - In the event that in-school learning is suspended temporarily due to the COVID-19 pandemic, all classes and course communications will be conducted via our Google Classroom. Students must also check their TDSB email multiple times daily for important course, school, and board updates as the pandemic progresses.
- English Language Learners → Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help English Language Learners gain proficiency in English.

CURRICULUM EXPECTATIONS

- Overall and specific expectations for this course can be found beginning on page 91 of the [Ministry Curriculum Document](#) for this course.