

## COURSE INFORMATION SHEET

**DATE: SEPTEMBER 2008**

**SECONDARY SCHOOL: CARDINAL CARTER ACADEMY FOR THE ARTS**

**DEPARTMENT HEAD: J. Salvatore**

**TEACHER: J. Salvatore**

**DEPARTMENT: English**



|                                   |   |  |                     |
|-----------------------------------|---|--|---------------------|
| <b>CURRICULUM POLICY DOCUMENT</b> |   | The Ontario Curriculum: Grades 11 & 12 |                     |
| <b>COURSE TITLE</b>               | Grade 12 Writer's Craft                         | <b>COURSE CODE</b>                     | EWC4U               |
| <b>PRE-REQUISITE</b>              | English, ENG3U Grade 11, University Preparation | <b>GRADE &amp; TYPE</b>                | Grade 12 University |
| <b>FULL YEAR / SEMESTER</b>       | semester  | <b>CREDIT VALUE</b>                    | one                 |

|  |
|--|
| <b>COURSE DESCRIPTION</b>  |
| <p>This course emphasizes knowledge and skills related to the craft of writing. Students 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 also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Students will see the power of the word as a positive influence in creating socially just environments which reflect gospel values.</p> |

| <b>LISTED IN ORDER OF INSTRUCTIONAL DELIVERY</b>                 |              |   |
|--|--------------|---|
| <b>STRAND / UNIT TITLES</b>                                      | <b>HOURS</b> | <b>OVERALL EXPECTATIONS / UNIT DESCRIPTION</b>  |
| <b>WORDS, WORDS, WORDS - RHETORICAL MODES EFFECTIVE LANGUAGE</b> | <b>35</b>    | Students will read a variety of short published essays which have been written for a wide range of audiences. These essays will model seven rhetorical modes: narrative/description, example, process analysis, classification, comparison, cause/effect, and definition. The students will analyse the essay formats and the effective use of language. The students will apply this knowledge to their own essay writing in both formal and informal writing as determined by the audience for whom they are writing. |
| <b>CONVENTIONS OF LANGUAGE</b>                                   | <b>10</b>    | Students will investigate a particular convention (grammar, punctuation, bibliography). The student expert group will present and instruct the class on its specific topic. The class as a whole will demonstrate their knowledge by applying the concepts to their own writing. Students will also write tests.  |
| <b>THE WRITER AND THE CRAFT</b>                                  | <b>15</b>    | Students will select an author who interests them. They will read about the author's life and the author's theory on writing. The students will prepare a 30 minute presentation on the author. The emphasis of the presentation will be on the writer's thoughts on writing. These presentations will help students select a second author for their independent study.  |

|                                      |           |   |
|--------------------------------------|-----------|---|
| <b>WRITING FOR YOUNG ADULTS</b>      | <b>35</b> | Students will investigate 3 literary genres: poetry, fiction, and drama. They will study the theory behind the writing of each genre and read models of each genre. Through group work and oral presentation they will learn a wide variety of strategies for their own writing. They will then write their own creative works experimenting with various forms. The students will share their work in a “coffee shop” environment. Students will seek publication through contests, newspapers, school publications. |
| <b>MAGNUM OPUS INDEPENDENT STUDY</b> | <b>15</b> | For the independent study, students will select an author whose work they admire. They will read the author’s creative works. They will also read what the author has to say about writing. They will write journals after these activities. They will then write their own collection of poetry, major short story, or script. They will write a report on the influence of their selected author on their own writing. These student pieces will be presented to the class.   |

| <b>STUDENT EVALUATION CRITERIA</b>             |           |                                      |           |  |
|--|-----------|--------------------------------------|-----------|--|
| <b>TERM – 70%</b>                              |           | <b>FINAL – 30%</b>                   |           | <b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>  |
| <b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b> |           | <b>RELATIVE EMPHASIS / WEIGHTING</b> |           | <b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b> |
| <b>KNOWLEDGE/UNDERSTANDING</b>                 | 17.5      | Exam                                 | 30        |  |
| <b>INQUIRY/THINKING</b>                        | 17.5      |                                      |           |  |
| <b>COMMUNICATION</b>                           | 17.5      |                                      |           |  |
| <b>APPLICATION</b>                             | 17.5      |                                      |           |  |
| <b>TERM TOTAL</b>                              | <b>70</b> | <b>FINAL TOTAL</b>                   | <b>30</b> |  |

| <b>ASSESSMENT FORMAT USED</b> |  |                    |  |                 |
|-------------------------------|--|--------------------|--|-----------------|
| <b>WRITTEN</b>                |  | <b>PERFORMANCE</b> |  | <b>OTHER</b>    |
| Tests                         |  | Seminars           |  | Peer Feedback   |
| Response Writing              |  | Oral Presentations |  | Self Assessment |
| Essay Writing                 |  |                    |  |                 |
|                               |  |                    |  |                 |
|                               |  |                    |  |                 |
|                               |  |                    |  |                 |

| <b>RESOURCES</b> |                              |
|------------------|------------------------------|
|                  | <i>Canadian Content</i>      |
|                  | <i>Three Literary Genres</i> |
|                  | <i>The Bare Essentials</i>   |
|                  | <i>Fit to Print</i>          |
|                  | <i>Independent Reading</i>   |
|                  |                              |
|                  |                              |

## **Policies and Procedures**

### **Notebooks**

- Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized into sections. It will be used as an aid for tests, assignments, and examinations. Every student must keep a writing folder that contains all of the process writing and final drafts of writing assignments.

### **Final Assignments**

- Final written assignments will not be evaluated without evidence of writing process.

### **Student Responsibilities**

- Students must attend class regularly. Absenteeism for any reason severely affects student performance.
- Upon returning to school after an absence, students are responsible for all work and tests.
- Homework must be done on a regular basis.
- A positive contribution to both class discussions and group activities will enhance learning.

### **Plagiarism**

- A student guilty of plagiarism will receive a zero for that assignment.

### **Supplementary Reading:**

- Students will be reading various genres outside the required course material.

| <b>LEARNING SKILLS CRITERIA</b>   |  |
|---|--|
| <b>IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>   |  |
| <b>E–EXCELLENT</b>  | <b>G–GOOD</b>  |
| <b>S–SATISFACTORY</b>   | <b>N–NEEDS IMPROVEMENT</b>   |
| <b>SKILL: WORKS INDEPENDENTLY</b>   |  |
| <b>INDICATORS:</b>  |  |
| <ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>   | <ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>  |
| <b>SKILL: ORGANIZATION</b>  |  |
| <b>INDICATORS:</b>  |  |
| <ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>  | <ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>  |
| <b>SKILL: INITIATIVE</b>  |  |
| <b>INDICATORS:</b>  |  |
| <ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>   | <ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>  |
| <b>SKILL: TEAMWORK</b>  |  |
| <b>INDICATORS:</b>  |  |
| <ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul> | <ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul> |
| <b>SKILL: WORK HABITS/HOMEWORK</b>  |  |
| <b>INDICATORS:</b>  |  |
| <ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>   | <ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>  |

**NOTE:** The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .