

Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course: The Writer's Craft, University Preparation

Grade Level: 12

Ministry Course Code: EWC4U

Teacher's Name: Melissa Black

Developed by: Ashley Smith Date: August 2013

Revision Date: September 2015

Developed from: The Ontario Curriculum, Grades 11 and 12, English, 2007

Text:

Prerequisite: English, Grade 11, University Preparation

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 8, 2015

Course Description/Rationale

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 Curriculum Expectations

Investigating Writing

- 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.

Practising Writing

- generate and experiment with ideas about writing content, forms, and styles.
- organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience.
- use editing, proofreading, and publishing skills and strategies to refine and polish their work.
- collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting.

Reflecting on Writing

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

Course Content

<i>Unit</i>	<i>Length</i>
Unit 1: Introduction to the Writer's Craft	15 hours
Unit 2: Creative Writing	16 hours
Unit 3: Authors and their Influences	16 hours
Unit 4: Poetry	15 hours
Unit 5: Writing About Us	15 hours
Unit 6: Children's Literature	16 hours
Unit 7: Reading in our World	17 hours
Total	110 hours

Unit Descriptions

Unit 1: Introduction to the Writer's Craft

Students focus on the various forms of writing. They focus on writing as a craft and the elements needed to succeed. They read articles on overcoming writers block and the importance of free writing. The students learn about new writing and editing styles and learn how to apply these to a variety of writing activities.

Unit 2: Creative Writing

Students develop skills in paragraph and creative writing. Students will engage in the writing process and develop their own creative stories. Students will use clear language to develop a well written story consisting of all elements of a short story. They will be reading and learning how to recognize the elements of a short story. This unit will focus on self editing and students learning how to use various tools and methods in the self editing assignment.

Unit 3: Author and their Influences

Students will research and analyse the way in which authors analyse and assess the effectiveness of the way in which writers use elements of style. They will learn how an authors personal and social influences effect their writing and can change over time. They will learn about the challenges authors face with censorship and the concept of challenged books. Students will 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.

Unit 4: Poetry

Students gain an understanding and awareness of the various styles and authors of poetry. Students will practise their writing skills in the world of poetry. Students will learn how to peer edit and give constructive criticism to their classmates. The students will generate and experiment with ideas about writing content, forms, and styles within poetry.

Unit 5: Writing About Us

Students will read a range of literature about the practice of writing biographies and autobiographies. Students will develop a biography or autobiography. Students learn the skills of asking questions orally and arranging information into a specific format. Students will focus on organizing, creating drafts, and revise their writing for a specific audience.

Unit 6: Children's Literature

Students will research and reflect on the authors influences in Children's Literature. Students will collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting to develop story and character ideas. Students will focus on the stylistic forms of writing for children and the successful works in children's literature. There will be an emphasis on character development and how to relate to a child's understanding of content.

Unit 7: Reading in our World

Students will research and reflect on the popularity of writing in today's world. This unit also asks students to identify their strengths as writers and areas where they could improve, and assess the growth and development of their own writing style in their culminating and final exam. Students will reflect on their progress in the course and the writing strategies they learned throughout the course.

Teaching/Learning Strategies

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing, email, and telephone conversations with their subject teacher or discussions with other students or the mentor concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) with their mentors in the classroom, through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Guest speakers can be brought in within a community, or can be shown through video conference to many communities at the same time. Guest speakers can also be videotaped and the valuable information passed on throughout the years at KiHS.

Diagnostic and review activities (audio and video taping) can be student lead or teacher lead to work as a review for students through audio and video's made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle uploading, faxing, and scanning of student work.

Small group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through email, phone, and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer correct and self correct. Student's are given a variety of texts to read through embedded links, and resources available in each classroom to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, email, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by classmates, mentors, and the teacher. Students can learn from one another, and from their mentor and teacher. Such activities include dramatic readings and performances

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, student and mentor, and student to student. This can be done through uploading on Moodle, video conferencing, and email.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures. It creates circumstances in which students may sometimes work in collaborative groups.

Students explore ideas, clarify their thinking, and gain insight and knowledge when they work together to solve a real problem or to reach a mutual goal.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher's role plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing.

Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded, and resources found in the classroom.

Individual assignments are worked on at a student's own pace. Students have a mentor (fully licensed teacher) in the classroom who they can ask questions to, as well as the email and phone number of their subject teacher. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video taping. Each classroom is set up with equipment and a mentor who is able to use all the equipment to help students be able to communicate and submit their oral presentations to their teachers and peers.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the learning of an English credit. Students are able to upload, scan, submit any way possible the different stages in which they are working on a project, paper, or activity. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Homework assignments are any work a student has not completed for that day or week, that needs to be done to stay on schedule. It helps the students understand and enhance their level of achievement by completing every assignment. Students have the ability to print off assignments to take home and work on, or can log into their course at home if they have access to the internet.

Reading students are able to read a variety of texts online and in the classroom. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available. The students have dictionaries available, and are able to ask their mentor or teacher to clarify the readings or help them take notes.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used with student to be able to self reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

Reflective/Comparative analysis is used with students work in their portfolios do have self reflection of their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences.

Evaluation

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41

Type of Assessment	Category	Details	Weighting (%)	
Term Work (70%)	Knowledge/ Understanding	Clear, structured reading, response to reading, comprehension questions	13%	
	Thinking/ Inquiry	Students can recognize relevant thematic issues through responses to inquiries, ability to write structured paragraphs showing all three types of sentences, essay, completion of a variety of assignments	19%	
	Communi-cation	Regular responses to reading and fulfilment of writing assignments	19%	
	Application	Manifesting comprehension and application of themes in a variety of literary formats: accurate response to questions, paragraph and essay writing, speech writing, sharing ideas in a workshop environment	19%	
Final Assessment (30%)	Culminating Activity (15%)	Portfolio of work throughout the course	Knowledge/ Understanding	3%
		Major Creative Piece	Thinking/Inquiry	4%
			Communication	4%
			Application	4%
	Final Exam (15%)	Teacher developed questions including: timed writing exercises, editing skills, responses to author's influences, and reflection questions on the course content.	Knowledge/ Understanding	3%
			Thinking/Inquiry	4%
			Communication	4%
			Application	4%
TOTAL			100%	

Assessment/Evaluation Strategies

Journals
Work samples
Questions and answers
Prediction of events in literature
Examinations
Rubrics
Checklists for editing
Experimental writing activities
Brainstorming sessions

Reflective Writing
Discussions
Vocabulary Building exercises,
Use of Graphic Organizers
Written work (essays, reports etc...)
Forums
Portfolios
Sharing of written work
Research

Resources

Course Profile, English, Grade 12, University Preparation (Public)
Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools. *First Edition Covering Grades 1 to 12*, 2010.
Purdue Online Writing Lab <https://owl.english.purdue.edu/>

Program Planning

This course is presented online to students in a number of communities. Understanding how to use computers and appropriate learning software is something most students will have become quite familiar with by the time they reach this level. Consideration has been given in planning this course to both the nature of the learner and the medium by which the course is presented.

Special care has been given to the concept of literacy. This is not an idle word nor a characteristic that is attained without diligent effort. To learn to read well, one must read a lot, read with understanding and have opportunity to recognize that literacy has particular ramifications for one's future as well as one's present. To that end, opportunity has been provided for readers to apply ideas encountered in their reading to their individual and community lives.

Students have access to mentors in their individual classrooms who are qualified to assist when difficulties are encountered. Always, the instructor is never more than a telephone call or an email away.