

## 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: Melissa Black Date: September 2015

Revision Date: September 2018

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 6, 2018

## ***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 and make considered decisions for improving the quality of their writing. They will also complete 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***

<b><i>Unit</i></b>	<b><i>Length</i></b>
Unit 1: Introduction to the Writer's Craft	15.7 hours
Unit 2: Creative Writing	15.7 hours
Unit 3: Authors and their Influences	15.7 hours
Unit 4: Poetry	15.7 hours
Unit 5: Writing About Us	15.7 hours
Unit 6: Children's Literature	15.7 hours
Unit 7: Reading in our World	15.8 hours
<b>Total</b>	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 ways 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 First Nation and other 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; and how poetry can be used to address First Nation issues.

## **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, specifically how First Nation culture and background in *Hungry Johnny*. 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***

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review, and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Brainstorming;
- Graphic organizers;
- Modelling;
- Group discussion;
- Storyboarding;
- Journaling;
- Case studies;
- Independent research.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course including rubrics and checklists

## ***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 (%)
<b>Term Work (70%)</b>	Knowledge/ Understanding	Clear, structured reading, response to reading, comprehension questions		13%
	Thinking	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%
	Communication	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%
<b>Final Assessment (30%)</b>	Culminating Activity (15%)	Portfolio of work throughout the course  Major Creative Piece  Self Reflection Questions	Knowledge/ Understanding	3%
			Thinking	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	4%
			Communication	4%
			Application	4%
<b>TOTAL</b>				100%

## ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students' fictional writing);
- Self-assessment (e.g., checklists for self-editing);
- Peer assessment (e.g., peer feedback on written work);
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations in writing);
- Conversations with students (e.g., discussion regarding differences between revision and editing);
- Culminating activity (Writing portfolio);
- Exam.

## ***Resources***

Global News. Rita Joe, "I Lost my Talk". <https://globalnews.ca/news/2555299/rita-joe-turning-a-painful-past-into-poetry/>

Indigenous Arts and Stories <http://www.our-story.ca/winners/writing/4120:felix-and-the-creature#story>

Minnema, C., & Ballinger, W. (2014). *Hungry Johnny*. St. Paul, MN: Minnesota Historical Society Press.

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from

<http://edu.gov.on.ca/eng/document/policy/os/index.html>

Purdue Online Writing Lab <https://owl.english.purdue.edu/>

## ***Program Planning***

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered blended classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.

Special care has been given to the concept of literacy. To that end, opportunity has been provided for readers to apply ideas encountered in their reading to their lives as an individual and as a member of a First Nation community.