

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: The Writer's Craft

Grade Level: 12

Ministry Course Code: EWC4U

Teacher's Name: Melissa Black

Developed by: Melissa Black

Date: August 2020

Revision Date: September 2020

Developed from:

Ontario Ministry of Education. (2007). *The Ontario curriculum, grade 11 and 12: English*.
Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: ENG3U

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

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.

Practicing 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

Unit	Length
1. Introduction to the Writer's Craft	15.7
2. Creative Writing	15.7
3. Authors and their Influences	15.7
4. Poetry	15.7
5. Writing About Us	15.7
6. Children's Literature	15.7
7. Reading in Our World	15.7
Total	110 hours

Unit Descriptions

Unit 1 – Introduction to the Writer's Craft

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

Unit 2 – Creative Writing

Students will develop skills in paragraph and creative writing. They 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 read and learn how to recognize the elements of a short story. This unit will focus on self editing and students will learn 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 authors do, the effectiveness of the ways in which writers use elements of style. They will learn how an author's 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 Indigenous and non-Indigenous writers.

Unit 4 – Poetry

Students will gain an understanding and awareness of the various styles and authors of poetry. Students will practise their writing skills in the world of poetry. They will learn how to peer edit and give constructive criticism to their classmates. Students will generate and experiment with ideas about writing content, forms, and styles within poetry; and how poetry can be used to address First Nations 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. They will 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 authors' influences in Children’s Literature, specifically the First Nations culture and background in *Hungry Johnny*. Students will collaborate in the writing process with peers by generating ideas, responding to 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 is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual 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 (Ontario Ministry of Education, 2010):

- 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 (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details		Weighting (%)
Term Work (70%)	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
Final Evaluation (30%)	Culminating Activity (15%)	Portfolio of work throughout the course Vocabulary and Journals Self Reflection Questions	Knowledge/Understanding	3
			Thinking	4
			Communication	4
			Application	4
	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
TOTAL				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.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Head, M. (2005). *Felix and the creature*. Indigenous arts & stories. <http://www.our-story.ca/winners/writing/4120:felix-and-the-creature#story>

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

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

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2007). *The Ontario curriculum, grades 11 and 12: English*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. 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 Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.