



<b>COURSE:</b> Grade 12 Writer's Craft (EWC4U/EWC4C)	<b>TEACHER:</b> Joel Jordan
<b>PROGRAM LEADER:</b> S. Le	<b>WEBSITE:</b> EWC4U & EWC4C Google Classrooms
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**Course Description:**

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 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 (ENG3U), University or English, Grade 11 (ENG3C), College

**OVERALL CURRICULUM EXPECTATIONS:**

**Investigating Writing:**

1. Writing, Writers, and the Writing Life: demonstrate an understanding of writing as an art, a craft, and a career as students explore the work of a variety of Canadian and international writers.

**Practising Writing:**

1. Exploring Ideas, Forms, and Styles: generate and experiment with ideas about writing content, forms, and styles;
2. Drafting and Revising: organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;
3. Editing, Proofreading, and Publishing: use editing, proofreading, and publishing skills and strategies to refine and polish their work;
4. Collaborative Writing: 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:**

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

**Assessment and Evaluation:**

Each unit will have one or more major culminating assignments. As well, the students will be required to submit a final culminating activity at the end of the semester. **A 5% late penalty per day will be applied to the work (up to a maximum of 10% off after the due date).** Following this, work must still be submitted that meets the expectations in order to complete the course requirements, and will be given a completion mark at the discretion of the teacher. **Failure to submit these assignments, thereby providing insufficient evidence of the course expectations, may result in loss of credit.**

- Evidence of learning is through observation of, conversation about, and products demonstrating curriculum expectations.
- When a student has not submitted a summative evaluation, then a mark of zero may be assigned, and the teacher will use professional judgment to determine the impact on the overall report card.
- Cheating and plagiarism may include academic penalties (e.g. loss of marks up to loss of full marks/redo all or part of the work) and/or disciplinary action. See school website for complete policy.
- Oral presentations must be completed within the assigned presentation schedule.
- Conferencing, as an assessment strategy, is of paramount importance to student success in this course. The strands of 1) Investigating Writing, 2) Practising Writing, and 3) Reflecting on Writing will each be evaluated within the following achievement categories as outlined by the Ministry Guidelines:

- 25% Knowledge and Understanding
- 25% Thinking and Inquiry
- 25% Communication
- 25% Application

Term work is worth 70% of the final mark. There is a portfolio (15%) and a written examination (15%) that makes up the remaining 30%. The final examination on **Tuesday, January 28, 2020.**

**Late Work:**

It is the student's responsibility to speak directly with the teacher before handing in a late assignment. Students are expected to keep track of all assignments and ensure that they are submitted to the teacher. Should the student fail to submit any projects or assignments, this will have an impact on his or her mark. All assignments must be submitted in electronic form via Google Classroom. Students are responsible for providing sufficient evidence of their assessment's authenticity.

**Instructional Strategies:**

Westside teaching staff will use a variety of instructional strategies to help students develop and improve skills in the following areas: character, citizenship, communication, critical thinking, problem solving, collaboration, creativity, imagination, independence, and literacy.

**Big Ideas (overall learning outcomes for the course):**

- ① Writing is a craft involving experimentation and revision.
- ② Writing is a process that benefits from the author's research & collaboration with others.
- ③ Writers develop their own writing style by identifying their strengths & areas to improve.

TERM WORK	WORTH (70%)
<b><u>UNIT 1 (Sep. - Oct. 2019): Fiction &amp; Poetry Writing:</u></b> <ul style="list-style-type: none"> <li>↳ Fiction:               <ul style="list-style-type: none"> <li>↳ Novels:                   <ul style="list-style-type: none"> <li>↳ Prose &amp; Graphic Novels</li> </ul> </li> <li>↳ Novellas</li> <li>↳ Short Stories</li> <li>↳ Scriptwriting</li> </ul> </li> <li>↳ Poetry (various types)</li> </ul>	<b><u>2 Assessments:</u></b> <ol style="list-style-type: none"> <li>1. Written Product</li> <li>2. Interview</li> </ol>
<b><u>UNIT 2 (Oct. - Nov. 2019): Real Life/Workplace Writing:</u></b> <ul style="list-style-type: none"> <li>↳ Business Letters:               <ul style="list-style-type: none"> <li>↳ Letters of Request/Follow-Up/Refusal &amp; Recommendation</li> </ul> </li> <li>↳ Employment Letters:               <ul style="list-style-type: none"> <li>↳ Cover Letters &amp; Resumes</li> <li>↳ Letters of Resignation/Decline</li> <li>↳ Emails</li> <li>↳ Reports</li> <li>↳ Memos</li> </ul> </li> <li>↳ Technical/Procedural Writing</li> </ul>	<b><u>2 Assessments:</u></b> <ol style="list-style-type: none"> <li>1. Written Product</li> <li>2. Interview</li> </ol>
<b><u>UNIT 3 (Dec. 2019): Nonfiction Writing:</u></b> <ul style="list-style-type: none"> <li>↳ Creative Nonfiction:               <ul style="list-style-type: none"> <li>↳ Profiles</li> <li>↳ Journalism:                   <ul style="list-style-type: none"> <li>↳ Feature Stories &amp; Editorials</li> </ul> </li> <li>↳ Reviews:                   <ul style="list-style-type: none"> <li>↳ Movies, Podcasts, Albums, TV Shows, etc.</li> </ul> </li> </ul> </li> <li>↳ Travel Writing</li> </ul>	<b><u>2 Assessments:</u></b> <ol style="list-style-type: none"> <li>1. Written Product</li> <li>2. Interview</li> </ol>
FINAL SUMMATIVE	WORTH (30%)
<b>Magnum Opus of Student's Own, Revised Work Throughout the Semester:</b> <ul style="list-style-type: none"> <li>→ 1st chapter of a novel <b>OR</b> 2 chapters of a novella (include storyboard)</li> <li>→ 1 short story</li> <li>→ 3 poems (variety of forms; approximately 300 words in total)</li> <li>→ 2 emails (1 of complaint &amp; 1 request [job application, bursary])</li> <li>→ 1 technical/procedural text providing instruction</li> <li>→ 1 graphic organizer outlining a process (include illustrations &amp; essential text)</li> <li>→ 1 personally challenging piece (discuss challenges with the form)</li> </ul>	<b><u>2 Assessments Worth 20%:</u></b> <ol style="list-style-type: none"> <li>1. Portfolio (10%)</li> <li>2. Interview (10%)</li> </ol>
<b>Exam: Tue., Jan. 28, 2020 @ 8:55 am in Room 209</b> Students demonstrate their knowledge of the Big Ideas, specifically in regards to their ability to interpret another's work, craft a piece with intent to improve, and to articulate their growth as a writer throughout the semester.	<b><u>1 Assessment Worth 10%:</u></b> <ol style="list-style-type: none"> <li>1. Written Exam</li> </ol>