|  |  | **Course Outline and Evaluation Summary****Course Code**  |  |
| --- | --- | --- | --- |
|  | Title of Course: **EWC4U1**   | 416-395-3210 ext 20090 |
|  | Department: **ENGLISH** |  |

| **Course Description** |
| --- |
| 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 writing careers.**Prerequisite:** English 11, University Preparation |

| **Course Evaluation**Course evaluations incorporate one or more of the achievement categories (KICA). In English classes the categories are embedded within the four core strands below. The final grade is calculated using the weighted percentages below. |
| --- |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | **Summative****Evaluation:** | **Marked summative tasks which assess your learning on the entire course** |
| 70% | 30% | PracticingWriting | 30% | 30% | Culminating Task |
| 30%10% | Investigating WritingReflecting on Writing  |

| **Learning Skills** |
| --- |
| Learning skills provide Information to help students understand what skills, habits & behaviours are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17). **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials:** Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials.  |
| --- |

| **School/Departmental/Classroom Expectations** |
| --- |
| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if late/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.**Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.**Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.**Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

\\\\

| **Course Assessment Tasks** |
| --- |
| ***Unit/Topic/Strand*** | ***Text*** | ***Major Assignments / Evaluations*** | ***Estimated Duration*** |
| Unit 1: Autobiography and Journal Writing  | *Mastering the Craft of Writing* by Stephen WIlburs | Each term will be based on:• Each term will be based on:• Personal response journals and writer’s notebooks• Demonstration of critical thinking skills• Responses to literary models• Analysis of literary techniques and genres• Creative, persuasive and informational writing, for different audiencesand purposes, in a variety of forms• Revising writing, with a focus on ideas, clarity, accuracy and coherence• Editing to produce final drafts, using the writing process | 30-40 classes |
| Unit 2: Descriptive Writing and Poetry  | *The Writer’s Craft* by Sue Harper and Patricia Westerhof*Writing Down the Bones* by Natalie Goldberg*The Great Black North: Contemporary African Canadian Poetry* Edited by Valerie Mason-John and Kevan Anthony Cameron  | 30-40 classes |
| Unit 3: Personal Essay  | *Mastering the Personal Statement* by John Richardson  | Ongoing |
| Unit 4: Short Fiction  | *The Writer’s Craft* by Sue Harper and Patricia Westerhof | 20 classes |
| Ongoing Units: Journal Writing/Responses to activities and writing prompts  | [*https://www.nytimes.com/2018/04/12/learning/over-1000-writing-prompts-for-students.html*](https://www.nytimes.com/2018/04/12/learning/over-1000-writing-prompts-for-students.html)*New York Times*  | Ongoing |
| Culminating Task(s) | Digital Chapbook  | * Students draw on writing skills acquired throughout the course to create an original publication
 | Ongoing  |