



The Bishop Strachan School
Department Name: English

Course Title: The Writer's Craft

Grade Level: 12

Ministry Course Code: EWC4U

Teacher's Name: Wendy Beck

Developed by: Wendy Beck, Monica Hodgson

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

Text: *The Writer's Craft, Echoes 12*

Prerequisite: English Grade 11, University Preparation

Credits: 1.0

Length: 110 hrs

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 (I)

1. Writer's, Writing and the Writing Life: 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 (P)

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. Collaborate 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 (R)

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

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. The Narrative Voice	12			2	14
2. Novel Study	24			3	27
3. Scripts	12			1.5	13.5
4. Poetry	6			1	7
5. Non-fiction	14			2	16
6. Inquiry	16			2	18
7. Children's Literature	8				8
8. Summative Unit	6		2.5		8.5
Total	98		2.5	9.5	110

Unit Descriptions

Unit 1 – The Narrative Voice

In this unit, the students will explore the various literary devices (including the summer reading of *The Cellist of Sarajevo*) and their effects on pieces of fiction. The students will produce an original short story as a final project at the end of this unit and complete an analysis.

Unit 2 – Novel Study (This unit will be conducted over the course of the fall and the winter.)

While studying *The Guernsey Literary and Potato Peel Pie Society*, *Q&A*, *Bel Canto* the students will look at prevalent themes in the novel and notable aspects of the novel's structure. They will have a chance to ponder the very nature of story-telling and memory, as well as the relationship between setting and characterization. The class will focus on point of view and the narrative 'hook'. The work here will be a balance among oral, analytical and creative writing.

Unit 3 – Scriptwriting

The focus of this unit is scriptwriting in its many forms: screenwriting, TV scripts and theatre scripts. After an in-depth look at several examples from each medium, the students will try their hand at writing an original script in the medium of their choice.

Unit 4 – Poetry

In this unit the students will study a wider variety of poems, paying particular attention to the poetic devices and their effects. They will also participate in a number of writing workshops.

Unit 5 – Non-Fiction

In this unit, the students will study a variety a variety of non-fiction pieces, including editorials, letters to the editor, feature articles and magazine writing. At the end of the unit they will write a non-fiction piece of their choice.

Unit 6 – Inquiry

Students explore an independent area of research in order to write a book recommendation, a “murmur” based on the history of BSS and a location of their interest.

Unit 7- Children's Literature

The Children's Literature Unit will focus on children's lit through the ages, beginning with 17th century British literature to contemporary children's literature. The students will explore ideas and techniques unique to children's literature and discuss their appeal to children of all ages. The Girls will read *Journey to The River Sea*.

Unit 8 – Summative Unit

At the end of the year the students will choose a genre in which to work. They will then compose an original piece of writing in that genre and submit it as part of their summative unit. A final exam will also be a part of this summative unit worth 30% of the student's final grade.

Teaching/Learning Strategies

Lecture	Brainstorming	Group critique
Demonstration	Group work	Self analysis
Reading	Research	Peer analysis
Structured discussion	Workshop	Teacher analysis
Practical exercise	Independent study	Field trip
Role play	Conference	Author visit

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Analysis	Interviews	Teacher anecdotal records
Examinations	Essays	Classroom discussion	Teacher log
	Original creative writing	Discussion boards	Checklists
	Non-fiction assignment	Self-evaluation	Rubrics
	Independent novel assignment	Peer evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. The Narrative Voice	I1 P1-4 R1	Short Story Analysis
			Original Short Stories
	2. Novel Study Poetry	I1 P1-4 R1	Oral presentation Creative novel assignment Essay
			3. Scripts
	4. Poetry	I1 P1-4 R1	
			5. Non-fiction
	6. Inquiry Unit	I1 P1-4 R1	
7. Children's Literature/			I1 P1-4
30%	8. Summative Unit	I1 P1-4 R1	Original creative piece
			Written exam
			Total

* Knowledge is assessed formatively throughout the year

Course Resources

Artichuk, Francine, ed. *Echoes 12*. Toronto: Oxford University Press, 2002.
 Galloway, S, *The Cellist of Sarajevo*, Riverhead 2008
 Harper, Sue and Patricia Westerhof. *The Writer's Craft*. Toronto: Harcourt Canada, 2003.
 Ibbitson, Eva, *Journey to the River Sea*, Dutton 2002
 Patchett, Ann, *Bel Canto*, New York: Harper Collins, 2001
 Shaffer, M.A., Barrows, Annie, *The Guernsey Literary and Potato Peel Pie Society*, Dial Press, 2008
 Swarup, Vikas, *Q&A*, Scribner 2008

Films: *Shattered Glass*, *Slumdog Millionaire*

Current newspapers and on-line sources

Variety of news magazines, poems, children's books and articles by authors.

Achievement Chart – English, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness