

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	English
Ministry of Education Course Title:	The Writer's Craft, University Preparation
Grade Level:	12
Ministry Course Code:	EWC4U

Teacher's Name: Melissa Black

Developed by: Melissa Black

Date: August 2020

Revision Date: August 2022

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, NBE3U

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 26, 2022

## **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**

<b>Unit</b>	<b>Length</b>
<b>1. Introduction to the Writer's Craft</b>	15.8
<b>2. Creative Writing</b>	15.7
<b>3. Authors and their Influences</b>	15.7
<b>4. Poetry</b>	15.7
<b>5. Writing About Us</b>	15.7
<b>6. Children's Literature</b>	15.7
<b>7. Reading in Our World</b>	15.7
<b>Total</b>	110 hours

## **Unit Descriptions**

### **Unit 1 – Introduction to the Writer's Craft**

Students review and expand on their knowledge of writing conventions, in particular punctuating conversations and methodologies for descriptive fictional writing. They are introduced to propitious habits employed by successful writers; namely journal writing and building vocabulary, preparing the framework for practicing these habits in the later weeks of the course. This unit also asks students to identify their strengths as writers and areas where they could improve, and plan for the growth and development of their own writing style. They will learn how an author's personal and social influences effect their writing and can change over time.

### **Unit 2 – Brainstorming**

Students explore diverse genres and their multifarious elements. They will engage in the writing process and develop ideas for their own creative stories using multiple methodologies taking inspiration from their lives as Ojibway, Oji-Cree, and Cree youth living in remote First Nations communities.

### **Unit 3 – Outlining**

Students use various methods of outlining including mapping and graphic organizer to build on their brainstormed ideas from the previous unit. Students demonstrate an understanding of publishing options through writing as an art, a craft, and a career as they explore multiple options available for sharing their work, in both amateur and professional modalities, that are available to them whilst living in remote First Nation communities.

### **Unit 4 – Rough Draft**

Students will use clear language to develop a well written story consisting of all elements of a short story based on the outlines made in the previous unit. First Nations authors including Thomas King and Daniel Heath Justice will provide inspiration and direction through recorded interviews.

### **Unit 5 – Other Mediums**

Students research and reflect on authors' influences in Children's Literature, specifically the First Nations culture and background in *Hungry Johnny*. Students practice their writing skills in the world of poetry. Students will collaborate in the writing process with peers by generating ideas, responding to and assessing peers' work in a workshop setting to develop poetry ideas. They 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 6 – Revising**

Students learn the minutiae of the revising process with a particular focus on writing the inner-dialogue of characters, avoiding vagueness, and following up antecedents. They put their new knowledge into practice through the revision of the three drafts created in the previous unit.

### **Unit 7 – Editing**

Students use the editing process to create three polished short stories. As First Nations students living in remote First Nation communities, these stories reflect their lived experiences.

## ***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	Knowledge/Understanding	3
			Thinking	4
		Vocabulary and Journals	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
<b>TOTAL</b>			<b>100</b>	

## 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**

Black Coffee Poet. (2018, June 21). Why Indigenous Literatures Matter by Daniel Heath Justice [Video]. YouTube. <https://www.youtube.com/watch?v=0AttZD8LVqA>

Canadian Literature. (2009, October 8). Another Interview with Thomas King. [Video]. Vimeo. <https://canlit.ca/another-interview-with-thomas-king-october-2009/>

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*. St.Paul, MN: 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>

Purdue Writing Lab. (n.d.). *OWL // Purdue Writing Lab*. Retrieved October 14, 2020, from <https://owl.purdue.edu/index.html>

Younging, G. (2018). *Elements of Indigenous style: A guide for writing by and about Indigenous Peoples*. Edmonton, Alberta: Brush Education.

## ***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.