

Redeemer Christian High School
The Writer's Craft 4 University
EWC4U

Semester 2, 2018-19

Room 102

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Course Thematic Statement

Implicit in this course is the acknowledgment of the order in creation, the disruption of order by the fall and the call on Christians to discover God's order and to bring it to bear on the world in which we live. Since truth is revealed by an absolute, unfailing source, the task of the Christian writer is to bring that understanding to bear convincingly on arguments, analyses and perceptions.

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 and analytical independent study project and investigate opportunities for publication and for writing careers.

**Overall Curriculum Expectations:
Investigating the Writer's Craft**

By the end of this course, students will:

- analyse and assess how techniques, diction, voice, and style are used in a range of forms of writing to communicate effectively;
- demonstrate an understanding of how various writers think about and practise the craft of writing.

Practicing the Writer's Craft

By the end of this course, students will:

- produce writing for a range of purposes and audiences with an emphasis on well-developed content and the effective use of appropriate forms, techniques, diction, voice, and style;
- assess the effectiveness of their own and others' written work.

Additional Redeemer Expectations

- discern the author's viewpoint and understand the Biblical perspective

Unit Titles and Hours (in sequence of delivery)

Units	Time Frame (Totals 110 hours)
1. Journal/Writing Skills/Character	10 hours
2. Narrative	15 hours
3. Poetry	10 hours
4. Cause and Effect; Comparison and Contrast	15 hours
5. Argument and Persuasion	10 hours
6. Letters, Obituaries, Songs and the like	10 hours
7. Short Story Development	10 hours
8. Independent Study Unit Presentations and Examination	30 hours

Teaching and Learning Strategies

A variety of strategies will be used, including writing activities, oral reports, group assignments, reading, class presentations, lecture, note-taking, group discussion, analytical essay and creative writing and dramatic presentations. Many examples of various authors' writing will be examined and analysed. Students will practise peer and self-evaluation. Student-teacher conferencing will be an important component.

Assessment and Evaluation

Student work will be assessed and evaluated in the following categories:

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

Assessment methods include rough and revised rough copies of writing assignments, quizzes and outlines of presentations.

Assessment As, Of, and For Learning

- Assessment *FOR* learning are activities that help you learn course concepts while also informing you and your teacher of how you are progressing in the course – without counting towards your final grade (homework, quiz, observation/discussion, worksheet...).
- Assessment *AS* learning are activities that cause you to reflect on your own (or someone else's) learning, and to act on your thinking to improve your learning (self and peer assessment, journal, quizzes, rough copies...).
- Assessment *OF* learning is the course work that demonstrates formally what you have learned in the course. This is evaluated by your teacher and will make up 70% of your final grade. (tests, presentations, creative pieces...) Your final assessments of learning will be worth 30% and consist of a writing and presentation project (20%) and a written exam (10%).

Evidence of student achievement for evaluation is collected over time from three different sources- observations, conversations and student products.

Resources

The Act of Writing: Canadian Essays for Comparison.

Ronald Conrad, ed. Toronto: McGraw-Hill Ryerson, 2003

How to Write a Lot: A Practical Guide to Productive Academic Writing.

Sylvia, Paul J. Washington, DC: American Psychological Association, 2007.

Writer's Market, 2019

Learning Skills and Work Habits	Sample Behaviours
<ul style="list-style-type: none">• Responsibility	The student: <ul style="list-style-type: none">• fulfils responsibilities and commitments within the learning environment;• completes and submits class work, homework, and assignments according to agreed-upon timelines;• takes responsibility for and manages own behaviour.

Learning Skills and Work Habits	Sample Behaviours
<ul style="list-style-type: none"> • Organization 	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
<ul style="list-style-type: none"> • Independent Work 	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
<ul style="list-style-type: none"> • Collaboration 	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Learning Skills and Work Habits	Sample Behaviours
<ul style="list-style-type: none"> • Initiative 	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
<ul style="list-style-type: none"> • Self-regulation 	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.