

**ST. EDMUND CAMPION CATHOLIC SECONDARY SCHOOL  
ENGLISH/ELL DEPARTMENT**



**COURSE NAME:** Grade 12 English  
**COURSE CODE:** EWC 4U1  
**LEVEL:** University  
**PREREQUISITE:** ENG 3U1

**COURSE DESCRIPTION**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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 and enhance the quality of their own writing. This course also provides students with an opportunity to further develop reading, listening, and speaking skills. Students will be encouraged to investigate opportunities for publication and for writing careers. The course is demanding and challenging. It is very important for students to participate fully in this course; therefore, they are expected to attend all classes and complete all assignments.

**HOW THIS COURSE SUPPORTS THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS**

The primary goal of Catholic education is to assist young people in becoming discerning believers who demonstrate fidelity to the vision of Jesus and a commitment to furthering His kingdom. The Roman Catholic tradition values a sacramental vision of life. All of reality can be signs of God's abiding presence. It is in this analysis that both the obstacles to the Gospel message, as well as signs of its promise are to be found. Christians, committed to this vision of Jesus, hold that all value systems are ultimately to be seen in terms of the Gospel.

**COURSE CONTENT**

	<b>Unit Title</b>	<b>Approx. Hrs.</b>
<b>Unit 1</b>	<b>The Modes of Writing</b>	20-25
<b>Unit 2</b>	<b>Creative Non-fiction</b>	15-20
<b>Unit 3</b>	<b>Fiction and Poetry</b>	15-20
<b>Unit 4</b>	<b>Novel Study and Technical Writing</b>	20-25
<b>Unit 5</b>	<b>Argument and Persuasion</b>	15-20
<b>Unit 6</b>	<b>Grammar Skills and Writing Process: Improving Written Work &amp; Language Usage</b>	Ongoing
<b>Unit 7</b>	<b>Culminating Activity</b>	5
<b>Unit 8</b>	<b>Final Examination</b>	2.5

<p><b>Resources</b>                  Texts are property of St. Edmund Campion Secondary School and the Board of Education. <b>All resources assigned to students are the responsibility of the student.</b> Students are expected to return texts to their teachers in the condition which they were received. Damaged and/or lost texts must be replaced through payment in cash to the teacher, or by debit/credit card in the main office. <b>Payment must be received before additional resources are given to the student.</b></p> <p>Signed: _____                  Date: _____</p>	<p align="center"><b>ASSESSMENT AND EVALUATION</b></p> <p>An effective program in English will include a balance of assessment <i>for</i> learning and assessment <i>of</i> learning tasks.</p> <p><b>Evaluation Structure:</b></p> <table> <tr> <td><b>Knowledge/Understanding</b></td> <td align="right"><b>20%</b></td> </tr> <tr> <td><b>Thinking</b></td> <td align="right"><b>30%</b></td> </tr> <tr> <td><b>Communication</b></td> <td align="right"><b>30%</b></td> </tr> <tr> <td><b>Application</b></td> <td align="right"><b>20%</b></td> </tr> </table> <p>Student marks will be determined by evaluating process &amp; product in a balanced manner with respect to the four categories.</p> <p><b>Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.</b></p> <table> <tr> <td><b>Ongoing Assessment and Evaluation</b></td> <td align="right"><b>70%</b></td> </tr> <tr> <td><b>Culminating Activity (10%) and Final Exam (20%)</b></td> <td align="right"><b>30%</b></td> </tr> </table> <p>A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.</p>	<b>Knowledge/Understanding</b>	<b>20%</b>	<b>Thinking</b>	<b>30%</b>	<b>Communication</b>	<b>30%</b>	<b>Application</b>	<b>20%</b>	<b>Ongoing Assessment and Evaluation</b>	<b>70%</b>	<b>Culminating Activity (10%) and Final Exam (20%)</b>	<b>30%</b>
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<b>Culminating Activity (10%) and Final Exam (20%)</b>	<b>30%</b>												

## EVALUATION POLICY

Students will be assessed and evaluated using a variety of methods to measure process work, final products, skills displayed, critical literacy, and metacognition. Tests, quizzes, assignments, presentations, cooperative learning activities and other methods of evaluation will be used at the teacher's discretion. Students who do not submit assignments or do not participate in activities may not provide sufficient data for assessment and evaluation of Ministry Expectations and therefore, will not gain their credit. **Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.**

CATEGORY	BELOW 50%	LEVEL 1: 50-59%	LEVEL 2: 60-69%	LEVEL 3: 70-79%	LEVEL 4: 80-100%
<p><b>KNOWLEDGE/UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>KNOWLEDGE OF CONTENT (TEXT FORMS, LITERARY TERMINOLOGY, ELEMENTS OF STYLE, THEORIES)</li> <li>UNDERSTANDING OF CONTENT (CONCEPTS, IDEAS, FACTS, THEMES) AND ITS SIGNIFICANCE</li> </ul>	INSUFFICIENT ACHIEVEMENT OF CURRICULUM EXPECTATIONS.	A PASSABLE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS <b>BELOW</b> THE PROVINCIAL STANDARD.	A MODERATE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS <b>BELOW, BUT APPROACHING</b> THE PROVINCIAL STANDARD.	A HIGH LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS <b>AT</b> THE PROVINCIAL STANDARD.	A VERY HIGH TO OUTSTANDING LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS <b>ABOVE</b> THE PROVINCIAL STANDARD.
<p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>THE USE OF CRITICAL AND CREATIVE SKILLS, PLANNING SKILLS, AND PROCESSING SKILLS</li> <li>INTERPRETATION, ANALYSIS, PROBLEM SOLVING, CREATIVITY, CRITICAL LITERACY, RESEARCH, ORGANIZATION, AND INFERENCE</li> </ul>					
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>COMMUNICATING INFORMATION ORALLY AND IN WRITING THROUGH VARIOUS FORMS</li> <li>ORGANIZATION, USE OF APPROPRIATE CHOICE OF LANGUAGE AND STYLE FOR AUDIENCE AND PURPOSE</li> <li>GRAMMAR, LANGUAGE USAGE, SPELLING, PUNCTUATION</li> </ul>					
<p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>MAKING CONNECTIONS WITHIN AND BETWEEN CONTEXTS (TO SELF, TO SCHOOL, TO WORLD, TO OTHER TEXTS)</li> <li>APPLYING KNOWLEDGE AND SKILLS IN FAMILIAR AND NEW CONTEXTS</li> <li>WRITING AND REWRITING (USE OF PROCESS)</li> <li>APPLYING THEORIES, CONCEPTS AND TERMS</li> </ul>					

## CURRICULUM EXPECTATIONS AND STRANDS IN THE ENGLISH CURRICULUM

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate. The expectations for EWC 4U1 are organized into three broad areas of learning: **Investigating Writing, Practising Writing, Reflecting On Writing.** Taken together, the Overall and Specific Expectations represent the mandated curriculum.

### OVERALL EXPECTATION

#### Investigating Writing

**1. Writing, Writers, 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.

#### SPECIFIC EXPECTATIONS

1.1 Writing Models; 1.2 The Art and Craft of Writing; 1.3 Elements of Form; 1.4 Elements of Style; 1.5 The Writer's Perspective  
1.6 The Writing Profession

### OVERALL EXPECTATIONS

#### Practising Writing

**1. Exploring Ideas, Forms, and Styles:** generate and experiment with ideas about writing content, forms, and styles;

#### SPECIFIC EXPECTATIONS

1.1 Generating Ideas; 1.2 Experimenting With Forms and Styles

### OVERALL EXPECTATION

**2. Drafting and Revising:** organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;

#### SPECIFIC EXPECTATIONS

2.1 Drafting: Focus on Content; 2.2 Drafting: Focus on Style; 2.3 Revising

### OVERALL EXPECTATION

**3. Editing, Proofreading, and Publishing:** use editing, proofreading, and publishing skills and strategies to refine and polish their work;

#### SPECIFIC EXPECTATIONS

3.1 Editing and Proofreading; 3.2 Publishing

### OVERALL EXPECTATION

**4. Collaborative Writing:** collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' in a workshop setting;

#### SPECIFIC EXPECTATIONS

4.1 Generating Ideas Collaboratively; 4.2 Providing Feedback to Peers, 4.3 Assessing Peers' Work

### OVERALL EXPECTATION

#### 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.

#### SPECIFIC EXPECTATIONS

1.1 Understanding Their Creative Choices; 1.2 Understanding Their Perspectives and Biases  
1.3 Planning to Improve; 1.4 Demonstrating Growth