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*Public District School Board Writing Partnership*

English

# Course Profile

## **The Writer's Craft**

Grade 12  
College Preparation  
EWC4C

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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## **Acknowledgments**

Public District School Board Writing Team – Grade 12, The Writer's Craft

### Lead Board

Kawartha Pine Ridge District School Board

### Partner Boards

Hastings Prince Edward District School Board

Simcoe County District School Board

Thames Valley District School Board

Trillium Lakelands District School Board

### Project Manager

Fiona White, Kawartha Pine Ridge District School Board

### Assistant Project Manager

Ann Varty, Trillium Lakelands District School Board

### Course Profile Writing Team

Sheila Powell, Lead Writer, Thames Valley District School Board

Sherri Nicholls, Simcoe County District School Board

Pearl Hucul, Hastings Prince Edward District School Board

### Reviewers

Tracy Armstrong, Kawartha Pine Ridge District School Board

Linda May Bell, ELAN

Kristen Clarke, Hastings Prince Edward District School Board

Allan Coukell, Simcoe County District School Board

Ross Compton, Simcoe County District School Board

Tina Marie Sikkema, Hastings Prince Edward District School Board

Marianne Sutton, Hastings Prince Edward District School Board

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## Course Overview

### The Writer's Craft, EWC4C, Grade 12, College Preparation

**Policy Document:** *The Ontario Curriculum, Grades 11 and 12, English, 2000.*

**Prerequisite:** English, EWC3C, Grade 11, College Preparation

## Course Descriptions

This course emphasizes knowledge and skills related to the craft of writing. Students investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

## Course Notes

The foundational theme selected for this course is Inspirations. All units are based on the real life inspirations for writing. Through a range of tools of the craft, such as writer's diaries, work logs and reading groups, students demonstrate the development of their skills, knowledge, and understandings particular to the craft of writing. The thematic approach for this course integrates both the analysis of other's writing and the student's own creation of written work. In each unit, students are encouraged to make decisions about writing forms, audiences, and purposes which suit their individual goals. The Writing Planner (Appendix 0.1) has been provided as a possible framework for students to use when planning their written work.

The teacher should create a workshop environment that encourages writers in a supportive atmosphere. In order to meet course expectations, students must write in a variety of modes and forms to suit different purposes and audiences. Lengths of writing will vary. Teachers should explain to students that some assessments may be based upon a portion of a piece, pre-determined during student-teacher conference, rather than the entire piece. Writing topics and purposes should, whenever possible, be directly inspired by individual interests and goals. Entries in the writer's diary may include items such as: sources of inspiration, writer's notes, favourite quotations, reading notes, newspaper clippings, bits of dialogue, brainstorming, and idea maps. The purpose of the writer's diary is to help the student understand, document, and analyse their growth as writers. While the teacher's assessment of the writer's diary will be primarily formative, students' analysis of and reflection upon their writer's diary as documentation of their learning throughout the course may also be used as a form of summative assessment toward the end of the course.

Throughout the course teachers should encourage students to develop independent time management and writing skills necessary for success in postsecondary academic and personal pursuits. In the first week or two, teachers and students may collaboratively set due dates for each assignment.

Unit Six, Inspiring Others, provides a framework for the culminating portfolio that allows students to demonstrate their growth as writers throughout the course. The ongoing writing experimentation and revision in each unit, combined with the discovery of new techniques and individual and small group feedback will provide students with the necessary skills, inspirations, and material upon which to base their culminating portfolio. Teachers should introduce the independent study early in the course so that students can prepare rough work, gather ideas, and collect materials throughout the course.

All writing is a public act. The teacher should explain to students that if something is written, it may be read. Teachers should outline acceptable parameters for writing including avoidance of sexist, racist, violent, and inappropriate topics and language.

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## Unit: Titles and Time

Unit 1	Genre Inspirations	17.5 hours
* Unit 2	Reading Inspirations	20 hours
Unit 3	Community Inspirations	20 hours
Unit 4	Global Inspirations	21.25 hours
Unit 5	Personal Inspirations	21.25 hours
Unit 6	Inspiring Others	10 hours

\* This unit is fully developed in this Course Profile.

## Unit Overviews

### Unit 1: Genre Inspirations

**Time:** 17.5 hours

#### Unit Description

This first unit begins with what most students taking this course will want: time to write. For this unit, students select one genre which will serve as a self-selected focus for their introduction to all of the components of the writing process. Students are expected to follow this writing process for each polished assignment in this course. This unit establishes the routines and writing patterns that shape the course.

#### Unit Overview Chart

Activity/ Time	Learning Expectations	Assessment Categories	Focus
1.1 Ready, Set, Write!  2.5 hours	PWV.01, PW1.01, PW1.04	Thinking/Inquiry Communication	Students begin the course through a series of free writing activities.
1.2 Revision Groups  2.5 hours	IW1.01, PW1.07, PW1.10	Knowledge/ Understanding Thinking/Inquiry Communication	Students work through a sample professional rough draft and make revision comments.
1.3 Analysis of Models  2.5 hours	IWV.01, IW1.01, IW1.02, IW1.03, PW1.10	Knowledge/ Understanding Thinking/Inquiry Communication	In groups, students use models to create a checklist for effective writing of a specific format.
1.4 Writer's Tips  3.75 hours	PW1.03, IWV.01	Knowledge/ Understanding Thinking/Inquiry Communication	Students read at least one article on a particular writing technique and contribute to a preliminary writing reference guide.
1.5 All Together Now 6.25 hours	PWV.01, PW1.02, PW1.06	Knowledge/ Understanding Thinking/Inquiry	Students complete a writing planner, rough drafts, and polished copy of one piece of writing related to their chosen genre.

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## Unit 2: Reading Inspirations

**Time:** 20 hours

### Unit Description

By reading about one writer's works and life, students discover the writer's personal sources of inspiration. Sharing these discoveries through presentations provides the class with exposure to a wide variety of writer's works, lives, styles, and sources of inspiration. Students then identify and reflect upon their own sources of inspiration for writing. Students select one, or possibly two, pieces of writing drafted during this unit to refine and polish for summative evaluation.

### Unit Overview Chart

Activity/ Time	Learning Expectations	Assessment Categories	Focus
2.1 A Writer's Life  5 hours	IWV.02, IW1.01, IW1.03, IW2.01, IW2.02, IW2.03	Thinking/Inquiry Communication Application	Students research the life of one writer. Students maintain notes about their chosen author. Students prepare a brief presentation highlighting key events in the writer's life.
2.2 A Writer's Work  8.75 hours	IW2.01, IW2.02, IW2.03, PW1.04	Knowledge/ Understanding Thinking/Inquiry Communication	Students use the knowledge gained in the previous activity to analyse one work by their chosen author. Students write a short article for young writers explaining the influences that shaped the writer's work.
2.3 My Life as a Writer  5 hours	PWV.01, PW1.02, PW1.03, PW2.01, IWV.02, PW1.04	Thinking/Inquiry Communication Application	Students reflect on the influences that shape their own writing in an interview with a classmate. Students write a short speech, profile, written interview, or eulogy outlining the influences that shaped their partner's life as a writer.
2.4  Inspired by Others  1.25 hours	PW1.01, PW1.05, PW2.01	Thinking/Inquiry Communication	Students create a writing piece of their choice based on a personal inspiration. Students provide an explanation of the relationship between their latest work and the inspiration that shaped this work.

## Unit 3: Community Inspirations

**Time:** 20 hours

### Unit Description

The local community provides the focal point for this unit as students produce and study writing inspired by the community local events, e.g., sports events, fairs, fundraisers, local shows, historical events, economic and business developments, environmental concerns, social issues, local by-laws. A particular focus for this unit is students' analysis of models of writing such as advertising copy, plays, reports, and news stories. In this unit, students also become familiar with the writing skills and knowledge required for various community college programs and careers.

### Unit Overview Chart

Activity/ Time	Learning Expectations	Assessment Categories	Focus
3.1 It's Happening Around You  1.25 hours	PWV.01, PW2.01, PW2.04	Thinking/ Inquiry Application	Students discuss various forms of community writing, e.g., news articles, advertising copy, historical writing, opinion pieces. Students prepare a rough draft reflection on one particular aspect of their community.
3.2 Community Journalism 2.5 hours	IW1.01, IW1.02, IW1.03, PW1.01, PW1.02, PW1.04	Thinking/ Inquiry Communication Application	Students analyse the various forms and styles of writing in newspapers. Students select one form of news writing and create a draft piece based on a local issue.
3.3 Writers in the Community  3.75 hours	IWV.02, IW2.01, IW2.02, IW2.03, PW1.02, PW1.03, PW2.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students organize a speaker series or panel discussion of community members who write as part of their job, e.g., museum curator, police officer, a college writing instructor, communications officer, social agency worker, volunteer coordinator. Students write a summary report on one particular career.
3.4 Community Script  5 hours	IW1.03, PW1.02, PW1.04, PW1.06, PW1.07, PW1.10	Knowledge/ Understanding Thinking/ Inquiry Communication	In groups, students select a local community conflict, e.g., a sport, historical, political, or environmental issues. Students prepare a short fictional dialogue or series of connected monologues in which differing perspectives on the event or issue are explored.
3.5 Community Calendar  3.75 hours	PWV.01, PW1.02, PW1.04, PW1.09	Communication Application	Students create a single page for a 12- month calendar which features one local community landmark, business, attraction, or service each month. The calendar page must include a visual supported by written copy, using desktop publishing techniques.
3.6 Community Contributions  3.75 hours	PW1.03, PW1.07, PW1.08, PW1.09	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students share personal and familial community involvements, e.g., volunteer work, part-time jobs, sports teams, advocacy groups, or involvement in local issues committees. Students brainstorm a list of possible writing related to these involvements, e.g., letter to editor, report to council, newsletter, manual of instructions, meeting summaries or minutes, media release, public service announcement. Students prepare at least one piece of writing which addresses a community need.

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## Unit 4: Global Inspirations

**Time:** 21.25 hours

### Unit Description

Writing produced and studied by students in this unit is inspired by global issues such as the environment, scientific events, political events, and literature. The analytic component of this unit focuses on students' examination of models of writing including articles, media scripts, novels, and stories.

### Unit Overview Chart

Activity/ Time	Learning Expectations	Assessment Categories	Focus
4.1 Media Messages  6.25 hours	IWV.02, PWV.01, PW1.03, PW1.05, PW1.08	Knowledge/ Understanding Thinking/ Inquiry	Students view a movie on a global issue. Students write a short analytical paper discussing how one aspect of the movie contributed to the film's overall effectiveness, e.g., setting, camera angle, casting.
4.2 A Picture is Worth a Thousand Words  2.5 hours	PWV.01, PW1.04, PW1.07, PW2.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students use a compelling picture related to a global issue as the basis for a poem or short story.
4.3 Numbers or Words  1.25 hours	PW1.03, PW1.04, PW1.07, PW1.08	Thinking/ Inquiry Communication Application	Teachers select and distribute a variety of statistics, graphs and/or charts representing various global realities, (e.g., literacy rates, minimum wage, fresh water availability), taken from sources such as world almanacs and atlases. Students write an explanation of the trend represented by the data.
4.4 Creation of a Webpage or Magazine  5 hours	PW1.01, PW1.02, PW1.03, PW1.04, PW1.05, PW1.06, PW1.07, PW1.08, PW1.09	Knowledge/ Understanding Thinking/ Inquiry Communication Application	In groups, students select a theme based on a world issue and prepare a portion of a magazine or a webpage including a variety of pieces such as, poetry, short stories, information articles, advertisements. Students informally assess other group's final products.
4.5 Mythology Around the World  6.25 hours	IWV.01, IW2.02, PW1.06, PW2.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students examine a variety of myths, legends, and fairytales. Students rewrite one piece to reflect their own cultural experience, (e.g., modernize a Greek myth, adapt a Ukrainian story to a Canadian context, urbanize a rural African folk tale).

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## Unit 5: Personal Inspirations

Time: 21.25 hours

### Unit Description

Unit 5 provides students with an opportunity to select, as the basis for their own writing, inspirations that are personally meaningful to them. This unit reinforces the idea that writing is most effective when writers create something about which they are both knowledgeable and passionate. Ongoing student-teacher conferencing guides, supports, and enhances student choices. Students write in a variety of forms, including personal narratives, poems, and expositions. This unit helps students to focus in on the types of writing and content areas that are of greatest interest to them as they continue to work on possible pieces for their culminating portfolio. Students are encouraged to submit a polished piece for this unit to a real-life audience for publication, such as a magazine editor, a newspaper, an anthology publisher, or a writing contest.

### Unit Overview Chart

Activity/ Time	Learning Expectations	Assessment Categories	Focus
5.1 My Life as I Know it  3.75 hours	PW1.04, PW1.06, PW2.01	Thinking/ Inquiry Communication	Students use inspirations from their writer's diary to write a personal narrative.
5.2 Critic's Chair  3.75 hours	IWV.02, IW1.03, PW1.02, PW1.09	Thinking/ Inquiry Knowledge/ Understanding Communication	Students analyse various product or performance critiques, e.g., consumer product reviews, movie critiques to determine the key characteristics. Students write a critique of a product or performance.
5.3 I'm Not in This Alone  3.75 hours	PW1.01, PW1.06, PW2.01, PW2.02	Thinking/ Inquiry Communication	Students select one person who has played a prominent role in their lives. Students write a personal profile of the person describing the person and explaining the importance of the person in their own life.
5.4 The Poetry that Surrounds Me  3.75 hours	IW1.01, PW1.04, PW1.08, PWV.02	Knowledge/ Understanding Communication Application	Students examine various forms of poetry in their lives, e.g., from personal reading, advertisements, song lyrics. Students select three poetic forms and create their own poetry.
5.5 Life After High School  2.5 hours	PW2.04, IW2.03, PW1.02, PW1.06, PWV.02	Thinking/ Inquiry Communication	Students identify the writing skills needed for a possible study or work path which they might pursue after high school. Students complete a personal assessment of the strengths and areas for improvement in their own writing based on the skills needed for the career identified.

5.6 Creativity Sells  3.75 hours	PW1.04, PW1.06, PW1.08, PW1.09, PW2.03, IW2.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Students investigate the criteria used by publishers when reviewing potential material. Students develop a “pitch” to a publisher for a new novel, film, or play. The “pitch” includes: a letter of introduction, a description of the setting, characters, and basic premise of the story, and the first page or two of one key episode.
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## Unit 6: Inspiring Others

**Time:** 10 hours

### Unit Description

This unit allows students to refine and reflect upon their learning and writing throughout the course. Students identify a unifying theme or concept for their culminating writing task. This writing could take the form of a thematically based anthology or a writer’s guide for future EWC classes. Students select a minimum of three pieces from different genres that they have produced earlier in the course as the key pieces in their portfolio. Students polish these pieces based on self-assessment as well as feedback from peer and teacher conferencing. Each of the pieces is accompanied by: rough work, peer critiques, and author’s explanatory notes. Students write a preface for their anthology explaining their technical, stylistic, and creative choices for inclusion with each piece in the anthology. Students share their final portfolios with the class, through small group presentations and with the teacher in individual conferences.

### Unit Overview Chart

Activity/Time	Learning Expectations	Assessment Categories	Focus
6.1 Together We’re Better  2.5 hours	PWV.02, PW2.02, PW2.04	Knowledge/ Understanding Application	As a class, students identify criteria for the selection of pieces for the portfolio. Each student selects at least three pieces for their portfolio. In pairs and small groups, students provide revising and editing suggestions for their peers.
6.2 The Final Touches  2.5 hours	PW1.06, PW1.07, PW1.08, PW1.09	Knowledge/ Understanding Communication Application	Students revise and edit their pieces for the portfolio.
6.3 Portfolio Rationale  3.75 hours	PW1.01, PWV.02, PW2.01, IW1.03	Thinking/ Inquiry Communication	Students prepare the author’s explanatory notes of each piece outlining the reasons for the creative and technical choices made.
6.4 Portfolio Presentations  1.25 hours	PWV.02, IW1.03, IW1.02	Knowledge/ Understanding Communication Thinking/ Inquiry	Students share their polished portfolios in small groups. Peers informally assess the portfolios. Teachers evaluate the portfolios.

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## Teaching/Learning Strategies

Students enrolled in the Grade 12 College Writer's Craft (EWC4C) course have successfully completed Grade 11 College English (ENG3C). The teacher needs to select materials and resources that reflect the students' needs and interests.

The Writer's Craft course is designed to operate as a writer's workshop. As such, a variety of activities including teacher-student conferencing, peer conferencing, self-reflection, drafting, revision, reading and analysis of models, polishing, completion of writing exercises or tasks will frequently occur simultaneously. The content and focus of the course will change with the differing needs and interests of each group of students. Assignments and writing tasks should provide opportunities for a range of expressions of the craft.

The writer's diary may serve many different purposes throughout the course including jotting down ideas or inspirations, reflections on community and class events and discussions, responses to directed writing prompts, snippets of dialogue and narrative, drafts of graphic organizers for writing pieces and draft writing. Pieces from the students' writing diary will serve as much of the basis for student-teacher conferencing and peer collaboration and feedback.

Discussion with members of the class and collaboration are integral components of students' development as writers. It is important that teachers model and teach students how to provide constructive feedback for peer's writing. The creation of a supportive and positive environment provides students with the necessary low risk environment and comfort level that is so crucial to a writer's craft course.

Teachers should provide a range of individual, small group and whole class activities throughout the course. This range of instructional strategies provides the basis for varied experiences and opportunities for development throughout the course. Individual activities might include:

- brainstorming
- writing exercises
- reflections on personal writing
- student-teacher conferences
- independent research
- analysis of writing models
- reading of writing technique articles
- creation of draft writing pieces
- editing and revising

Teachers should provide opportunities for students to engage in small group activities such as:

- collaborative brainstorming
- drafting
- conference partners
- joint writing
- reader's theatre
- research partners
- focus groups for analysis
- round table discussions
- small group presentations
- book talks
- portfolio presentations
- oral reading of works in progress and polished pieces
- response groups for informal discussion

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Whole class activities provide opportunities for teacher modeling, explicit instruction, and shared experiences. Whole class activities in *The Writer’s Craft* might include activities such as:

- Socratic lessons
- review
- instruction of a new technique
- guest speakers
- analysis of models
- video presentations
- field trips
- grammar mini-lessons

For each polished assignment, students must read, analyse, and take notes on at least one model. They should also identify one specific writing technique or area of weakness to improve for this assignment and work toward developing their skills by taking notes on a related article or completing practice exercises.

Grammar and mechanics of writing should be addressed on a needs basis within the context of students’ daily writing.

At the end of each unit, students should produce no less than one polished writing assignment that has gone through the whole writing process that includes each of the following stages and/or assignments:

- a) A writing planner that identifies topic, purpose, audience, persona, and format of the writing piece as well as the other background tasks. See Appendix 0.1 for sample planner.
- b) Reading notes on models, writing theory, and/or writing techniques.
- c) An appropriate set of criteria or checklist for this type of writing.
- d) No less than one set of written revision notes on another student’s analysis of the piece.
- e) No less than one journal entry that clearly explains how this writing piece was inspired by the unit’s source.

## **Assessment & Evaluation of Student Achievement**

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. The culminating portfolio assignment, outlined in Unit 6, may constitute the entire 30% final evaluation or may be combined with another written component such as an exam.

Teachers should provide a range of diagnostic, formative, and summative assessment throughout the course based on the categories of knowledge and skill outlined in the Achievement Chart. Unit 1 has been designed to facilitate the collection of a number of short writing samples early in the course for the purposes of diagnostic assessment. Formative assessments may include the writer’s diary, peer assessments, drafts, student-teacher conferences, self-assessments, checklists, reading notes, and writing exercises. Students produce one to two polished pieces per unit for summative evaluation.

Specific criteria for each summative assignment is developed and agreed upon through individual and class consultation. Students should work with the teacher to create writing checklists and rubrics that reflect their understanding of the key elements and skills inherent in each assignment.

For the developed unit in this Course Profile, a variety of assessment recording tools (e.g., checklists, feedback forms, conference guidelines and rubrics) have been provided. Assessment tasks should cluster relevant and meaningful expectations; assessment tools and strategies should identify curriculum planning as well as student progress. Additional assessments should be selected to ensure consistency with the requirements outlined in the *Grades 9 to 12, Program Planning and Assessment, 2000* policy document.

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The Writer’s Craft course should include a variety of assessment strategies such as: teacher observations, oral presentations, interviews, essays, reports, letters, tests and quizzes, performance tasks, portfolios, self-assessment, peer assessment, writing responses, and media works. Many of these assessments may be used for formative assessment by providing students with opportunities for resubmission after they have worked to improve their product by using self- and peer assessment to help them improve their work. However, the final evaluation is the responsibility of the teacher and should be based on individual student performance. Group tasks must allow for individual accountability.

## **Accommodations**

Teachers should consult individual exceptional student’s IEPs for specific direction on accommodations for individuals.

Teachers may make the following accommodations as needed:

- providing audio or Braille versions of print resources;
- providing students with teacher-generated checklists, criteria, and organizational frameworks rather than having the students create their own;
- assigning writer’s diary topics and activities instead of having students generate these independently;
- restructuring assignments as needed, e.g., allowing additional time, providing a scribe or access to voice recognition software, rephrasing questions;
- adapting the culminating activity to allow students to develop their personal strengths and interests in a work of greater scope and depth.

Enrichment opportunities for students might include:

- partnerships with college student learning and writing centres;
- in-school publishing;
- community writing for service organizations and newspapers;
- mentoring with local writers;

## **Resources**

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for students use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organizations that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

## **Print Resources**

### **Books**

Barclay, S., J. Coghill, and P. Weeks. *Canadian Students’ Guide to Language, Literature, and Media*. Don Mills: Oxford University Press, 2001. ISBN 0195416759

Burke, J., et al. *Creative Writing*. Rocky River: The Center for Learning. 2000. ISBN 1-56077-604-8

Clinton, E. M., J. E. Darus, and P. S. Lincoln. *Writing 1: Learning the Process*. Rocky River: The Center for Learning, 1998. ISBN 1-56077-607-2

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Costello, M. E., M. A. Kovacs, and J. Toner. *Writing 2: Personalizing the Process*. Rocky River: The Center for Learning, 1999. ISBN 1-56077-6082

Gardner, John. *The Art of Fiction: notes on craft for young writers*. (2<sup>nd</sup> ed). New York, Toronto: Random House, 1991. ISBN 0679734031

Hinman, Sheryl Lee and Thomas E. Winski. *Journalism: Writing for Publication*. Rocky River: The Center for Learning, 2000. ISBN 1-56077-596-3

Holm, Kirsten, ed. *2002 Writer's Market*. Cincinnati: Writer's Digest Books, 2001. ISBN 15820440

Ireland, R. *The Poet's Craft*. Toronto: Harcourt Brace Canada, 1987. ISBN 0774712155

King, Stephen. *On Writing: a memoir of the craft*. New York: Pocket Books, 2000. ISBN 0671024256

LeGuin, Ursula. *Steering the Craft: exercises and discussion on story writing for the long navigator or the mutinous crew*. Portland, Oregon: Eighth Mountain Press, 1998. ISBN 0933377460

New York Times. *Writers on Writing: collected essays from The New York Times*. New York: Times Books, 2001. ISBN 0805067418

Robertson, Hugh. *The English Essay: writing about literature*. Ottawa: Piperhill Publications, 2000. ISBN 0-9693068-5-7

Tooze, Sandra. *The Canadian Writer's Market*. Toronto: McClelland and Stewart Inc., 2000. ISBN 0771085257

Weinstein, Larry. *Writing at the Threshold: featuring 56 ways to prepare high school and college students to think and write at the college level*. Urbana, IL: National Council of Teachers of English, 2001. ISBN 0-8141-5913-3

Zinsser, W. *On Writing Well: the classic guide to writing non fiction* (6<sup>th</sup> ed). New York: Harper Collins, 1998. ISBN 096564725

### **Magazines and Journals**

*Quill and Quire*. Toronto, ON. Phone: 416-360-0044. Email: info@quillandquire.com

*Writer's Digest*. Cincinnati, OH: Writer's Digest Books. Phone: 800-333-0133 – www.writersdigest.com

### **Electronic Resources**

Teachers should discuss with students safe and acceptable Internet use policies as they apply to the school and board. Teachers should carefully preview videos and Internet sites before using them with the class.

American Psychological Association Style Guide – <http://apastyle.org>

Bartleby's Daily Quotations, Definitions and Biographies – <http://www.bartleby.com>

Canadian Authors Association – <http://canauthors.org/>

Canadian Magazine Publishers Association – <http://www.cmpa.ca/>

Danforth Review – <http://www.danforthreview.com/>

English Language Arts Network – <http://www.elan.on.ca/>

It's Still Winter: A Web Journal of Contemporary Canadian Poetry and Poetics  
– <http://quarles.unbc.ca/winter/>

League of Canadian Poets – <http://www.poets.ca/>

Modern Language Association – <http://www.mla.org>

News and Newspapers Online – <http://library.uncg.edu/news/>

Newswise – <http://newswise.com/>

Online Writing Lab – <http://owl.english.purdue.edu/>

Pen Canada – <http://pencanada.ca>

Playwrights Union of Canada – <http://www.puc.ca/>

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Sheridan College Explore the Web Cybersurfing Directory

– <http://www.sheridanc.on.ca/Internet/cyber.htm#tut>

Write For Kids – <http://write4kids.com/>

Writer’s Digest – <http://www.writersdigest.com/>

Writers in Electronic Residence Cool Tools Online – <http://edu.yorku.ca/~WIER/WIERtools.html>

Writers’ Union of Canada – <http://www.writersunion.ca>

Writers Write – <http://writerswrite.com/>

### **OSS Considerations**

The Writer’s Craft course provides many unique opportunities to create links with the community. Local writing groups, contests, and organizations provide meaningful connections for students in order to demonstrate the many personal and professional purposes for writing. Similarly, students may find a wide avenue for publishing their work in both the local community and within the wider writing community.

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## Appendix 0.1

### Writing Planner

Assignment \_\_\_\_\_

Name	
Topic	
Purpose	
Audience	
Format/Length	
Persona/Role	

### Types of Pre-Writing or Planning Notes

Reasons for Writing
Background Information
Writing Models
Style and Techniques

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## Appendix 0.1

### Writing Planner

	<b>Definition</b>	<b>Example</b>
Topic	What the writing is about	Cats, the high cost of education, the benefits of thought control, crystal caves, etc. Basically, your topic may be anything you can think of.
Purpose	What the writer wishes to accomplish with this writing	To persuade; to inform; to entertain; to convince; to assess; to investigate; to prove, etc.
Audience	The person the writer wishes to persuade, inform, address, etc.	A family member, your next door neighbour, teens who like to skateboard, seniors who fly south every winter, single parents, college students, etc,
Format	Type of writing	Short story, article, letter, guide, essay, film, theatre or TV script, poetry, memoir, autobiography, etc.
Persona	Mask or imaginary personality the writer uses when writing, also known as narrator	Worried mother, caring teacher, frustrated student, retired clown, hungry vampire, political journalist, technical writer, etc.

### Types of Pre-Writing or Planning Notes

<b>Reasons for Writing</b>
Reasons may be as simple as “I want to tell my friend in Vancouver about my holidays” to “The Canadian Olympic gold medals in hockey in 2002 demonstrate that hockey is truly a Canadian sport”.
<b>Background Information</b>
You may flip through your holiday photo album and jot down descriptions or refer to the Salt Lake City Olympic websites.
<b>Writing Models</b>
If you are writing a short story, you must read a short story and make a summary and analytical notes on the short story. If you are writing poetry, you do the same for poetry, articles, etc.
<b>Style and Techniques</b>
You must read and record notes about writing techniques that may help you to improve your assignments. These techniques might include topics such as “How to write stimulating dialogue,” “New scripts formatting software packages,” or “The use of adjectives and oppositives in effective descriptive writing.”

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## **Coded Expectations, The Writer’s Craft, Grade 12, College Preparation, EWC4C**

### **Investigating the Writer’s Craft**

#### **Overall Expectations**

**IWV.01** · analyse how techniques, vocabulary, voice, and style are used in a variety of forms of writing to communicate effectively;

**IWV.02** · demonstrate an understanding of how various writers think about and practise the craft of writing.

#### **Specific Expectations**

##### **Analysing Models of Writing**

**IW1.01** – analyse a variety of models of effective writing, including children’s literature, poems, stories, excerpts from plays and novels, reports, articles, advertising copy, media scripts, news stories, and personal essays;

**IW1.02** – describe the distinctive elements and conventions of a variety of forms within specific genres (e.g., describe the organizational patterns used in different types of short essays; compare the features of illustrated children’s stories, such as length, repetition of illustrations and language, number of words on a page, and the relationship between text and pictures; compare the features of radio and television news copy);

**IW1.03** – analyse and explain the connections among the ideas in a passage, its purpose and audience, and the writer’s choices of techniques, vocabulary, voice, and style (e.g., describe the purpose of specialized vocabulary and plain-language style in reports, consistent voice in personal or informational essays, and onomatopoeic refrains in children’s stories; discuss the writer’s use of concrete and abstract words to develop ideas in a poem; analyse the connections between the content and the style and structure of a literary work for an independent study project).

##### **Understanding the Writer’s Craft**

**IW2.01** – summarize interviews with and articles by a variety of writers about the craft and practice of writing to increase knowledge of the techniques, skills, and processes of writing;

**IW2.02** – analyse selected works and articles by writers from around the world to compare their practices and beliefs about writing;

**IW2.03** – conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them (e.g., chat with authors electronically on the Internet; research guides to the writers’ market to learn about publication opportunities; attend readings by writers).

### **Practising the Writer’s Craft**

#### **Overall Expectations**

**PWV.01** · produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;

**PWV.02** · assess the effectiveness of their own and others’ written work.

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## Specific Expectations

### Producing Effective Writing

- PW1.01** – write regularly for various purposes, including to explore ideas, feelings, and experiences; incorporate interesting words and phrases; respond to the writing of others; assess their own work; experiment with different choices of vocabulary, phrasing, sentence patterns, imagery, and style; and discuss writing with peers;
- PW1.02** – use information and ideas generated from research, discussion, reading, viewing, and exploratory writing to develop the content of written work;
- PW1.03** – construct the content of written work by reviewing what is already known, posing inquiry questions, analysing and interpreting information, imagining possibilities, and testing arguments, theses, and thesis statements;
- PW1.04** – produce written work for various purposes and audiences in a variety of forms, including children’s literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;
- PW1.05** – organize information and ideas appropriately to suit the form, purpose for writing, and intended audience;
- PW1.06** – select appropriate techniques, vocabulary, voice, and style and use them effectively to communicate ideas and experiences (e.g., use repetition and parallel structure to convey ideas clearly in a report; use imagery to convey abstract ideas vividly in a series of poems; use an authoritative voice in an editorial; select vocabulary to reveal character in dramatic monologue; consistently use anti-discriminatory and inclusive language);
- PW1.07** – produce effective written work by revising drafts to refine content, form, technique, vocabulary, voice, and style;
- PW1.08** – edit and proofread written work, applying correctly the grammar, usage, spelling, and punctuation conventions that are specified for the compulsory Grade 12 College Preparation English course;
- PW1.09** – produce clear, effective publications and prepare them for distribution to wider audiences (e.g., apply desktop publishing techniques to enhance text for a school publication, using columns, graphics, pictures, design, colour, and borders; format a major piece of original writing as an independent study project; publish an article on an appropriate Internet website);
- PW1.10** – use group skills effectively to produce written work (e.g., participate in collaborative writing projects; share responses to works in progress).

### Assessing Their Own and Others’ Written Work

- PW2.01** – explain creative choices made in producing their written work (e.g., the choice of content, form, techniques, vocabulary, voice, and style to suit purposes and audiences);
- PW2.02** – assess the content, organization, style, and impact of drafts and final versions of written work produced by peers, providing objective and constructive suggestions (e.g., assess the organization of information in a report; work with a partner to identify strengths and weaknesses in a draft of a short story; participate in a peer conference to provide feedback on a poem in progress; develop criteria to assess various forms of writing; participate in a group discussion about the content and impact of a magazine article);
- PW2.03** – demonstrate an understanding of the writing skills and knowledge required for success in various college programs and careers (e.g., use guest speakers, field trips, interviews, and print and electronic resources to investigate the types of writing required in college programs; research and report on the opportunities for publication for particular forms of writing; set goals for personal improvement in writing);
- PW2.04** – use group skills effectively to assess written work (e.g., make suggestions for revision; use feedback to improve their own and peers’ writing).

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## Unit 2: Reading Inspirations

**Time:** 20 hours

### Unit Description

By reading about one writer's works and life, students discover the writer's personal sources of inspiration. Sharing these discoveries through presentations provides the class with exposure to a wide variety of writer's works, lives, styles, and sources of inspiration. Students then identify and reflect upon their own sources of inspiration for writing. Students select one, or possibly two, pieces of writing drafted during this unit to refine and polish for summative evaluation.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
2.1 A Writer's Life	5 hours	IWV.02, IW1.01, IW2.01, IW2.02, IW2.03	Thinking/ Inquiry Communication Application	Each student researches the life of one writer. Students maintain notes about their chosen author. Students prepare a brief presentation highlighting key events in the writer's life.
2.2 A Writer's Work	8.75 hours	PWV.01, PW1.04, IW2.02, IWV.02	Knowledge/ Understanding Thinking/ Inquiry Communication	Students use the knowledge gained in the previous activity to analyse one work by their chosen author. Students write a short article for young writers explaining the influences that shaped the writer's work.
2.3 My Life as a Writer	5 hours	PWV.01, PW1.02, PW1.03, PW1.04, PW2.01, IWV.02	Thinking/ Inquiry Communication Application	Students reflect on the influences which shape their own writing in an interview with a classmate. Students write a short speech, profile, written interview, or eulogy outlining the influences that shaped their partner's life as a writer.
2.4 Inspired by Others	1.25 hours	PW1.01, PW1.05, PW2.01	Thinking/ Inquiry Communication	Students create a writing piece of their choice based on a personal inspiration. Students provide an explanation of the relationship between their latest work and the inspiration that shaped this work.

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## Activity 2.1: A Writer's Life

**Time:** 5 hours

### Description

In this activity, students consider the role of the writer and explore writers' inspirations. They develop an understanding of how various writers practise the craft of writing and how writers think, create, and form ideas using language. Students are first introduced to writers' views about writing through a series of quotations and an article or short video clip. Then, students select one writer and research the writer's life and major accomplishments. Students maintain summary notes as they conduct their research and prepare a brief presentation highlighting key events of the writer's life. These summary notes will be used in future activities.

### Strand(s) & Learning Expectations

**Strand(s):** Investigating the Writer's Craft

#### Learning Expectations

IWV.02 - demonstrate an understanding of how various writers think about and practise the craft of writing;

IW1.01 - analyse a variety of models of effective writing, including children's literature, poems, stories, excerpts from plays and novels, reports, articles, advertising copy, media scripts, news stories and personal articles;

IW2.01 - summarize interviews with and articles by a variety of writers about the craft and practice of writing to increase knowledge of the techniques, skills, and processes of writing;

IW2.02 - analyse selected works and articles by writers from around the world to compare their practices and beliefs about writing;

IW2.03 - conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them.

#### Prior Knowledge & Skills

- Writing summary notes
- Using the library/resource centre and the Internet when conducting research
- Locating and using print resources, e.g., encyclopedias, biographical resources, magazine articles
- Documenting sources appropriately to avoid plagiarism

#### Planning Notes

- The teacher should locate and copy several quotations related to writing. Some students may need guided questions specific to the quotation to help them to analyse and discuss the significance of the quotation. Before students respond to the quotations, they should also be instructed that they will be asked to share what they write. Similarly, when in groups, students should be told that all ideas are acceptable.
- The teacher should preview the video or article about an author to lead the class through the creation of an outline. It is suggested that the video or article be relatively short so that both the viewing/reading and creation of an outline can be completed in one class.
- Book computers for Internet research or the library for periodical research purposes. A cart of available resources may aid students in focusing their research and, depending on the nature and size of the class, the teacher may wish to prepare information files on authors in advance.
- The teacher may wish to create a summary note outline for students to use while researching.
- Consult the library staff to prepare a list of possible author choices.

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## Teaching/Learning Strategies

1. The teacher presents to the class a variety (5 - 6) of individual quotations by writers about writing. Students choose one of the quotations and write a response to the quotation in their writer's diaries.
2. The teacher then divides the class into small groups based upon the students' choices of quotations. In these small groups, students discuss their responses to the questions. They interpret the quote and provide an example that relates to the quotation. Students record new ideas from this group discussion. As a group, students create five meaningful statements about the quotation. Each group describes informally to the rest of the class their discussion about the quotation.
3. The teacher assigns a short article or presents a video about an author to the students. After viewing or reading, the teacher leads the class through the creation of an outline or summary of the key points. This will form the basis of a model for students to apply to their individual research in Strategy 5.
4. Students research biographical information about an author using library resources, class reference materials, the Internet, or any combination of these. They organize the information under the following headings: birth, death (if applicable), literary works, famous quotes, key life events, and major influences. The teacher assesses students' summary notes with their sources cited. These notes will also be used in Activity 2.2.
5. Students present their author information to the class. The teacher evaluates the students using a checklist during the presentation (Appendix 2.1.1).

## Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart Categories
Summary Notes	Anecdotal Feedback	Knowledge/Understanding Thinking/Inquiry
Presentation on Author's Life	Checklist (Appendix 2.1.1)	Knowledge/Understanding Thinking/Inquiry Communication Application

## Accommodations

- Provide guided questions during discussion of quotations.
- Provide biographical resource materials at varying reading levels.
- Provide information organizers for students identified as having difficulties with organization to help them conduct their research.

## Resources

King, Stephen. *On Writing: A Memoir of the Craft*. Toronto: Pocket Books, 2000. ISBN 0-671-02425-6

Rawson, Hugh and Margaret Miner. *The New International Dictionary of Quotations*. New York: E. P. Dutton, 1986. ISBN 0-525-24436-0

Wiener, Harvey S. and Nora Eisenberg. *Great Writing: A reader for writers*. Toronto: McGraw-Hill Book Company, 1987. ISBN 0-07-070167-9

A&E Biography – <http://www.aande.com/class/>

Bartleby's Daily Quotations and Biographies – <http://www.bartleby.com>

Life and Times – <http://www.tv.cbc.ca/lifeandtimes>

Oprah's Book Club – [http://www.oprah.com/obc/writers/obc\\_writers\\_create.jhtml](http://www.oprah.com/obc/writers/obc_writers_create.jhtml)

This site has quotations from over 40 best selling authors on their views on various aspects of writing.

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Quotations Search Page – <http://www.quotationspage.com/>

Writer’s Union of Canada – <http://www.writersunion.ca/>

This site has many links to authors’ home pages including interviews with the writers and their views on writing.

## **Appendices**

Appendix 2.1.1 – Oral Presentation Checklist

### **Activity 2.2: Writer’s Works**

**Time:** 8.75 hours

#### **Description**

Students select a work or excerpts from a work written by the author they read about in Activity 2.1. They read this work and note any events, characters, details, or concepts that may have been inspired by events in the writer’s life. From these notes, students prepare an article for a magazine geared to young writers explaining how the author’s writing is shaped by his or her experiences, social conditions, and time period. From this, students may discover that writing about their own life can provide significant insights into their society and world. This activity provides the opportunity to practise summary skills, analyse writing, take research notes, and learn about the careers of famous writers.

#### **Strand(s) & Learning Expectations**

**Strand(s):** Practising the Writer’s Craft, Investigating the Writer’s Craft

#### **Learning Expectations**

PWV.01 - produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;

PW1.04 - produce written work for various purposes and audiences in a variety of forms, including children’s literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;

IWV.02 - demonstrate and understanding of how various writers think about and practise the craft of writing;

IW2.02 - analyse selected works and articles by writers from around the world to compare their practices and beliefs about writing.

#### **Prior Knowledge & Skills**

- Awareness of the types of social, political, personal and professional factors that may influence an author’s writing
- Familiarity with a variety of forms of expository writing
- Ability to select and use appropriate organizational patterns to structure written work
- Experience with classifying and organizing information and ideas to suit specific forms and purposes for writing

#### **Planning Notes**

- Before beginning this activity, ensure the availability of works by the authors researched in Activity 2.1.
- Have the students begin reading the selected work during Activity 2.1 to allow students more time to read and reflect upon their selection.

- Find an article or essay on the relationship between a writer’s life and his or her work to be used as a model for the class. Many articles, book prefaces, and even interviews have chronicled this; some suggested resources are provided in the subtask reference list.
- Book computers so that students can prepare their articles on the computers.
- As an extension to this activity, the class could compile articles into a class resource book on writer’s lives and works.

### Teaching/Learning Strategies

1. Individually, students brainstorm a list of factors that might influence a writer’s work. Students share their ideas with a partner and/or with the class as a whole.
2. Using the sample article on the writer’s life and works, the teacher reviews the structure, style, and mechanics of an article.
3. Students use both class and personal time to read one work by their selected author and take notes on details, events, and situations which may relate to the author’s life as noted in Activity 2.1.
4. Students draft an article for a magazine for young writers explaining how this author’s writing is shaped and formed by his or her experiences, social context, and time period.
5. Students share their responses in small groups to seek feedback and suggestions for improvements. Students make notes in their writer’s diary on the changes to be made to the article based on their own reflection and on the group’s feedback.
6. Students may edit and revise the article for submission as a summative piece for this unit.

### Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart Categories
Notes on Connections Between Writer’s Work and Life	Anecdotal Comments	Knowledge/Understanding Thinking/Inquiry
Small Group Feedback	Class Observation	Communication Application
Writer’s Diary Reflection	Anecdotal Comments	Knowledge/Understanding Application
Writer’s Life and Work Article	Feedback Form (Appendix 2.2.1) Rubric (Appendix 2.2.2)	Knowledge/Understanding Thinking/Inquiry Application Communication

### Accommodations

- Providing access to voice-activated software may be of assistance to students who require support when writing.

### Resources

- Atwood, Margaret. *Negotiating with the Dead*. Cambridge: Cambridge University Press, 2002. ISBN 0521662605
- Gardner, John. *The Art of Fiction: notes on craft for young writers*, 2nd ed. New York, Toronto: Random House, 1991. ISBN 0679734031
- King, Stephen. *On Writing: a memoir of the craft*. New York: Pocket Books, 2000. ISBN 0671024256
- Mallon, Thomas. *In Fact: Essays on Writers and Writing*. New York: Pantheon, 2001. ISBN 0375409165
- New York Times. *Writers on Writing: Collected Essays from The New York Times*. New York: Times Books, 2001. ISBN 0805067418

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## Appendices

Appendix 2.2.1 – Writer’s Work Article Feedback Form

Appendix 2.2.2 – Article Rubric

### Activity 2.3: My Life as a Writer

**Time:** 5 hours

#### Description

This activity provides the opportunity for students to use their study of one particular writer’s work and life to reflect upon their own personal experiences and development as a writer. Students examine the events in their own lives that have influenced how they think and write. Students interview their partner about their life as a writer. Students write one of the following: a profile, a written interview, an introductory speech, or a eulogy based on their partner’s life.

#### Strand(s) & Learning Expectations

**Strand(s):** Practising the Writer’s Craft, Investigating the Writer’s Craft

#### Learning Expectations

PWV.01 - produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;

PW1.02 - use information and ideas generated from research, discussion, reading and viewing, and explanatory writing to develop the content of written work;

PW1.03 - construct the content of written work by reviewing what is already known, posing inquiry questions, analysing and interpreting information, imagining possibilities, and testing arguments, theses and thesis statements;

PW2.01 - explain creative choices made in producing their written work (e.g., the choice of content, form, techniques, vocabulary, voice and style to suit purposes and audiences);

PW1.04 - produce written work for various purposes and audiences in a variety of forms, including children’s literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;

IWV.02 - demonstrate an understanding of how various writers think about and practise the craft of writing.

#### Prior Knowledge & Skills

- Familiarity with the style and format of biographical writing
- Ability to use information and ideas from prior knowledge and research to develop the content for writing

#### Planning Notes

- This activity challenges students to think about the influences that have shaped their lives to this point as writers. Teachers should establish clear parameters for students’ sharing of individual stories with the class.
- Teachers may wish to select specific experiences from their own lives as writers to share in order to generate discussion during the brainstorming and reflection components of this activity.

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## Teaching/Learning Strategies

1. In small groups, students draw on their learning and reading in Activities 2.1 and 2.2 to brainstorm a list of possible factors that might influence a writer's work. The groups share and discuss these ideas as a whole class. As an extension, the teacher may have the class categorize the factors that are most influential at various phases in a writer's life, e.g., early childhood, adolescence, early adulthood. Some factors may span all of the different phases.
2. Individually, students write the following headings on a piece of paper: 0-5 years, 6-10 years, 11-15 years, 15 years to present. Under each heading, students list people, things or events that were important at each of these times in their lives. Examples might include: family members, childhood friends, teachers, pets, television shows, a favourite hiding place, a cherished toy or belonging, family trips, sports teams, family celebrations, etc. Students share ONE item from each category with a partner. This selection of one item per age group allows students some privacy and discretion in what they share.
3. Students reflect individually on the following five questions in their writer's diary:
  - a) What kind of reading do I enjoy most? Why?
  - b) What do I write about most often? Why?
  - c) What kind(s)/style(s) of writing do I like to write most? Why?
  - d) Who has inspired or influenced my writing, e.g., teachers, writers, family? How?
  - e) Imagine that you have been working as a writer for several years; describe your most popular work.
4. Show three or four short interview clips of writers talking about their work. Students analyse the effectiveness of the interviews using the Interview Assessment Form (Appendix 2.3.1) and discuss their observations in small groups. Students then develop a list of criteria for a successful interview collaboratively with their group.
5. Students imagine that they have just won a major writing award such as the Nobel prize, The YTV Young Achievement Award, the Legion writing contest, or the Marion Drysdale Award. In partners, students use the reflection questions to interview each other about their life and writing. Students must make reference to at least two real-life events from their own life in the interview.
6. Students use the interview with their partner as the basis for one of the following pieces about their partner: an introductory speech at an award ceremony, a written interview in question and answer format, a writer's profile, a eulogy following a tragic death.

## Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart Categories
Interview Analysis Form Completed	Anecdotal comments	Knowledge/Understanding Thinking/Inquiry
Biographical Writing (interview, profile, introductory speech, eulogy)	Rubric	Knowledge/Understanding Thinking/Inquiry Communication Application

## Accommodations

- Provide students with a list of possible interview questions to help structure the conversation during the partner interviews.
- Students could prepare their interviews orally or on videotape instead of a written assignment.
- Suggest to some students, or the entire class, to summarize the interview in article format to reinforce the writing form from Activity 2.2.

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## Resources

A&E Biography – <http://www.aande.com/class/>

A&E has both interviews with authors online and video interviews with writers available for purchase.

Cable in the Classroom – <http://www.cableeducation.ca>

The Cable in the Classroom series regularly includes programs related to writing, author interviews, and new book releases. The website lists upcoming programs which are all available for videotaping free of charge. Some programs can also be viewed directly on screen.

Canadian Authors Association – <http://canauthors.org/>

CBC ArtsCanada – <http://www.artscanada.cbc.ca/>

CBC Life and Times – <http://www.tv.cbc.ca/lifeandtimes>

The Life and Times video series chronicles the life and times of famous Canadians including such prominent writers as: Farley Mowat, Robertson Davies, Robert Munsch, L.M. Montgomery, Mordecai Richler and W.O. Mitchell. Videos can be ordered directly from the CBC Life and Times web link above.

## Appendices

Appendix 2.3.1 – Interview Assessment Form

## Activity 2.4: Inspired by Others

**Time:** 1.25 hours

### Description

Students write a reflective piece, for example, a poem, short story, or letter, explaining how one person has inspired them. Professional writers often have to think creatively while working toward a tight deadline. In this activity, students develop the draft for this reflective piece within the limited time frame of a single class. Students then reflect upon the writing of this piece in a student-teacher conference.

### Strand(s) & Learning Expectations

**Strand(s):** Practising the Writer’s Craft

#### Learning Expectations

PW1.01 - write regularly for various purposes, including to explore ideas, feelings, and experiences; incorporate interesting works and phrases; respond to the writing of others; assess their own writing; experiment with different choices of vocabulary, phrasing, sentence patterns, imagery, and style; and discuss writing with peers;

PW1.05 - organize information and ideas appropriately to suit the form, purpose for writing, and intended audience;

PW2.01 - explain creative choices in producing their written work.

### Prior Knowledge & Skills

- Understanding of characteristics of expressive forms of writing such as poetry, stories, letters, and reflective journals
- Ability to select and use appropriate forms to produce written work for specific audiences and purposes
- Familiarity with the format of teacher-student writing conferences and the types of advanced preparation that help to make these conferences meaningful and productive

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## Planning Notes

- The teacher as writer is an important component of a writer’s craft course. This activity provides an excellent opportunity for the teacher to share his or her own writing with the class.
- This piece of writing, that is created in a limited time frame, may provide an excellent opportunity for students to complete a draft and then to leave it to germinate for an extended piece of time. Students might be encouraged to return to this piece for further revision and editing as part of their culminating portfolio for the course.
- Make copies of Appendix 2.4.1

## Teaching/Learning Strategies

1. As an introduction to this personal writing activity, the teacher may wish to read a piece of his/her own writing, or that of a published author, about a person who has been an inspiration. Alternatively, the teacher may choose to show a short clip of a video that highlights the theme of inspiration.
2. Students should be provided with the Personal Inspirations Conference form (Appendix 2.4.1). Explain to students that they will have the opportunity to discuss their work with the teacher at a later date. Providing the form in advance of the writing may remind students of some of the factors which need to be considered, such as purpose and audience, when making choices in their writing.
3. Students will spend 45-60 minutes responding in their writer’s diaries to the prompt, “Someone who has inspired me....” The teacher may wish to remind students that we are often inspired, or compelled to action, by both positive and negative experiences in our lives. The prompt, style, and format for the pieces should be intentionally left open-ended so that students may select a form, audience, and style that is most appropriate for the content and purpose for their piece.
4. Students arrange individual times for a conference with the teacher during a subsequent class to discuss the creative and technical choices that shaped this piece.

## Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart Categories
Student-Teacher Conference	Anecdotal Observations	Thinking/Inquiry Application
Writer’s Diary Reflection	Anecdotal Comments	Knowledge/Understanding Thinking/Inquiry Communication

## Accommodations

- Some students may find it challenging to write within a limited time frame. The teacher may wish to extend the time allowed for this activity to meet the needs of students who require extra time for planning and drafting their work.
- The teacher may wish to select a single form, or a limited number of possible forms, with sample pieces for students who require support and structure when creating drafts of written work.

## Resources

Canfield, Jack, Mark Hansen, and Barry Spilchuk. *A Cup of Chicken Soup for the Soul*. Deerfield Beach, FLA: Heath Communications Inc., 1996. ISBN 1-55874-421-5

Herek, Stephen (dir). *Mr. Holland’s Opus*. Columbia TriStar Home Video, 1996.

Leder, Mimi (dir). *Pay it Forward*. Warner Bros, 2000.

Van Sant, Gus (dir). *Finding Forrester*. Columbia TriStar Home Video, 2000.

Zemekis, Robert (dir). *Forrest Gump*. Paramount Pictures, 1994.

## Appendices

Appendix 2.4.1 – Personal Inspirations Conference Form

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## Appendix 2.1.1

### Oral Presentation Checklist

Criteria	Yes	No	Feedback
<b>Knowledge/Understanding</b> <input type="checkbox"/> Summarizes content about the author's writing and life <input type="checkbox"/> Content is accurate, relevant, and complete <input type="checkbox"/> Meets the content requirements of the assignment			
<b>Thinking/Inquiry</b> <input type="checkbox"/> analyses and explains the connection between the writer's life and his or her writing <input type="checkbox"/> formulates a conclusion based on research			
<b>Communication</b> <input type="checkbox"/> uses appropriate language and tone for presentation <input type="checkbox"/> organizes and presents information logically			
<b>Application</b> <input type="checkbox"/> speaks clearly <input type="checkbox"/> employs visual aids and technology effectively			

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## Appendix 2.2.1

### Writer's Work Article Feedback Form

Category	Feedback
<b>Knowledge/Understanding</b> <ul style="list-style-type: none"><li>• Accurate details, events, and facts from the auto/biography and the author's work are selected to support the main claim of the article.</li><li>• The article follows the conventions for articles including an interesting lead; a clear main claim; supporting details which include quotations, events, etc.; and an insightful summary.</li></ul>	
<b>Thinking/Inquiry</b> <ul style="list-style-type: none"><li>• Careful selection of details, facts, events, and quotations demonstrate a high to very high understanding of the writer's techniques, vocabulary, voice, and style.</li><li>• Significant events, details, and facts about the writer's life support the main claim of the article to a high or very high degree.</li></ul>	
<b>Communication</b> <ul style="list-style-type: none"><li>• Choice of techniques, vocabulary, voice and style suit the identified audience to a high or very high degree.</li></ul>	
<b>Application</b> <ul style="list-style-type: none"><li>• The writing follows the writing conventions for standard English.</li><li>• The writing process is used effectively to a high or very high degree.</li></ul>	

## Appendix 2.2.2

### Article Assessment Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p><b>Knowledge/ Understanding</b> Knowledge of article format, e.g., lead; a clear main claim; supporting details which include quotations, events, etc.; and an insightful summary PWV.01</p> <p>Understanding of relationships among facts, ideas, concepts, and themes PWV.01</p>	<p>- demonstrates a limited understanding of article format</p> <p>- demonstrates limited understanding of the ways in which writers think as they practise their craft</p>	<p>- demonstrates some understanding of article format</p> <p>- demonstrates some understanding of the ways in which writers think as they practise their craft</p>	<p>- demonstrates a considerable understanding of article format</p> <p>- demonstrates a clear understanding of the ways in which writers think as they practise their craft</p>	<p>- demonstrates a thorough and perceptive understanding of article format</p> <p>- demonstrates a critical and insightful understanding of the ways in which writers think as they practise their craft</p>
<p><b>Thinking/ Inquiry</b> Critical and creative thinking skills IW2.02 Understanding writers' beliefs</p>	<p>-selects and develops article content that reflects a limited understanding of the impact of a writer's life on his or her work</p>	<p>-selects and develops article content that reflects some understanding of the impact of a writer's life on his or her work</p>	<p>-selects and develops article content that reflects a strong understanding of the impact of a writer's life on his or her work</p>	<p>-selects and develops article content that reflects an insightful understanding of the impact of a writer's life on his or her work</p>

## Appendix 2.2.2 (Continued)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Communication</b> Communication for different audiences and purposes PWV.01	- uses style, vocabulary, and tone appropriate for target audience with limited effectiveness	- uses style, vocabulary, and tone appropriate for a target audience with some effectiveness	- uses style, vocabulary, and tone appropriate for target audience with considerable effectiveness	- uses style, vocabulary, and tone appropriate for target audience with a high degree of effectiveness
Use of various forms	- demonstrates a limited command of the techniques and format of article writing	- demonstrates some command of the techniques and format of article writing	- demonstrates considerable command of the techniques and format of article writing	- demonstrates extensive command of the techniques and format of article writing
<b>Application Thinking/Inquiry</b> IWV.02	- makes connections between central ideas and themes with limited effectiveness	- makes connections between central ideas and themes with some effectiveness	- makes connections between central ideas and themes with considerable effectiveness	- makes connections between central ideas and themes with high degree effectiveness

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

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## Appendix 2.3.1

### Interview Assessment Form

<b>Points to Ponder</b>	<b>Clip 1</b>	<b>Clip 2</b>	<b>Clip 3</b>
How did the interview begin?			
How did the interviewer engage the audience's interest?			
What unique or intriguing questions did the interviewer ask?			
What information shared by the writer was particularly interesting?			
What was your overall impression of the interview clip?			
What might you have done differently if you were the interviewer?			

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## Appendix 2.4.1

### Personal Inspirations Conference

This conference will provide you with the opportunity to discuss the various choices that you made in the creation of this piece and to analyse your strengths and personal style as a writer. Take a few minutes to consider each of the questions below before your student-teacher conference.

1. Explain the significance of the person about whom you chose to write.
2. What was your purpose for writing this piece?  
Who was your intended audience?  
How is this purpose and audience reflected in the style, tone, form, and content of your piece?
3. What revisions would you make to this piece if you were going to develop it further?
4. Select one person with whom you would share this writing. Explain your choice.
5. What did you learn about yourself as a writer during this writing activity?  
How can you use this knowledge in your future writing?