

# **THE WRITER'S CRAFT**

**EAC4C**

**Grade 12**

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## INTRODUCTION

In early 1999 the Ministry of Education unveiled the new curriculum for grades 9 and 10 and in June 2000 for grades 11 and 12. To facilitate implementation of this entirely new curriculum for secondary schools, teams of teachers from all regions of Ontario were given a mandate to draft, validate and assess profiles for each course, to be used as guides and working tools by their fellow teachers.

The Course Profiles are designed to meet the requirements of both the public and the Catholic school systems. For some courses, there is only a single version, common to both systems (e.g., *Mathematics* and *Business Studies*), while others exist in two different versions. In some instances, a preamble has been added to the profile explaining the Catholic perspective on teaching the course in question (e.g., *Technological Education*), while in others, activities have been formulated that would be unique to Catholic schools (e.g., *The Arts*). OPECO participated in formulating the profiles for Catholic schools.

Each of the course profiles sets out in table form the Curriculum Overall and Specific Expectations, along with a system of identifying codes. This table is followed by a framework that presents the structure of the profile. All the course profiles contain a Course Overview and Unit Overviews (usually around five). These units in turn contain a number of activities covering a variety of topics, as well as suggested exercises for teachers and students that are designed to facilitate learning and evaluation.

Each of the course profiles includes a partial list of available resources, included as suggestions; teachers are invited to expand and update the lists.

The Course Profiles, whose use is optional, are primarily suggestions for pedagogical activity, and teachers are urged to modify them, personalize them and adapt them to meet their own needs.



## COURSE PROFILES

<b>COURSE OVERVIEW</b>	<b>UNITS</b>	<b>ACTIVITIES INFORMATION</b>
To be completed by the school	Unit Description and Time	Description and Time
Description/Rationale	Strands and Expectations	Strands and Expectations
Unit Titles and Descriptions	Activity Titles and Time	Planning Notes
Teaching/Learning Strategies	Crosscurricular Links	Activity Instructions
Assessment/Evaluation Techniques	Accommodations (for students with special needs)	Appendices
Resources	Assessment/Evaluation Techniques	
Ontario Secondary Schools, Grades 9 to 12 - Program and Diploma Requirements Policy Applications	Security	
Course Evaluation	Resource	
	Appendices	



## COURSE OVERVIEW (EAC4C)

### **To be completed** *(by the school)*

**School:**

**School District:**

**Department:**

**Department Head:**

**Course Developer(s):**

**Development Date:**

**Course Title:** The Writer's Craft

**Grade:** 12

**Course Type:** College Preparation

**School Course Code:**

**Secondary Policy Document:** English

**Publication Date:** 2000

**Ministry course Code:** EAC4C

**Credit Value:** 1

**Prerequisite:** English, Grade 11, College Preparation, or Canadian Literature, Grade 11, University/College Preparation

### **Description/Rationale**

This course emphasizes the knowledge and skills involved in the craft of writing. Students will analyse models of effective writing (literary works and informational and media texts); write personal and persuasive essays, business correspondence, and a feasibility or progress report; incorporate research into their work; and assess their own and others' written work. Extensive in-class writing activities will help students perfect their techniques and develop their voices. Students will also be encouraged to investigate publishing opportunities.

### **Unit Titles and Descriptions (in sequence)**

#### **Unit 1: Writing to Persuade**

**Time: 24 hours**

In this unit, students define the process of communication and focus on the connection between form, purpose and audience. They analyse and assess newspaper and magazine articles, editorials, reviews and ads. Students explore current issues in print and media texts and present their opinions on these issues in an oral report. They apply their knowledge of persuasive devices and of journalistic conventions in the production of an article on lifestyle issues, an editorial, a review, and a newspaper advertisement. They apply a writing process and technology to publish a class newspaper/magazine consisting of their individual texts.

**Unit 2: Writing to Inform****Time: 24 hours**

In this unit, students assess information presented in the newspaper, as well as on radio, television and the Internet, with attention to regulations governing the media. They convey their findings in an oral report, a news clip, and a field/lab report. Students apply various strategies and resources to write a research report on the evolution of a medium. Students examine scripts and documentaries as sources of information and produce an audio and/or video investigative documentary on a current issue or event; they work collaboratively during the writing and production processes including screen writing, rehearsal, taping and presentation.

**Unit 3: Writing to Work****Time: 25 hours**

In this unit, students explore the requirements of a business venture by interviewing members of the local business community. Students compare their current skills as writers with those required in college programs and careers of their choices. Students research career opportunities available to writers as well as the benefits of bilingualism in the workplace. They analyse and produce business correspondence and business texts including organizational charts, mission statements, daily logs, feasibility reports, business reports, and promotional material, with attention to format, purpose and audience. Students present their business venture in a multi-media presentation.

**Unit 4: The Investigation of Writing****Time: 20 hours**

In this unit, students analyse literary genres as models for their own creative writing, including short stories, novel excerpts, poems, plays, scripts and literary essays. Students apply their understanding of stylistic devices and of the characteristics of literary texts to respond in a short critique, a poetic text and a dramatic monologue, and to rewrite a narrative text, changing the point of view. Students conduct an independent study of an author's style and works of their choice, and convey their findings in a literary essay.

**Unit 5: The Practice of Writing****Time: 17 hours**

In this unit, students synthesize authors' views on the craft of writing and research publishing opportunities and venues in Canada and abroad. Students use print and electronic resources to conduct this research and to produce a pamphlet or a Web page on one or more aspects of the craft of writing. Students refer to literary texts in the previous unit to write creatively in a chosen genre, incorporating literary/stylistic devices effectively. They publish and present to a targeted audience an anthology of their creative writing.

**Teaching/Learning Strategies**

In this course, the teacher selects various teaching and learning strategies. Detailed suggestions for teaching/learning strategies are included with each activity. Some of these activities are:

- jigsaw group work
- think-pair-share
- chart
- viewing/listening to a media text
- brainstorming
- survey
- journal response
- debate
- whole group discussions
- Internet search
- interview
- guest speaker
- oral report
- conferencing
- role playing
- computer-assisted writing/production
- silent reading
- small group discussions

## **Assessment/Evaluation Techniques**

“A well-designed system of assessment, evaluation and reporting is based on clearly stated curriculum expectations and achievement criteria.” (*Program Planning and Assessment, The Ontario Curriculum, Grades 9-12, 2000, p. 13-16*) Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels. Teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Educational Plans (see page 9);
- accommodate the needs of students who are learning the language of instruction (see page 10);
- ensure that each student is given clear directions for improvement;
- promote students’ ability to assess their own learning and to set specific goals;
- include the use of samples of students’ work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The Achievement Chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. This chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. It also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, and enable teachers to make consistent judgements about the quality of student work and provide clear and specific feedback to students and parents.

Level 3 (70-79%) is the provincial standard. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations 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 in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

In order to ensure valid and reliable assessment and evaluation, the teacher uses a variety of strategies for the following types of assessment:

#### **diagnostic**

- tasks usually found at the beginning of an activity such as: questions and answers on a text read in class, a questionnaire or survey, a short test, viewing/listening to a media text, proofreading a written text, brainstorming, a journal response, an informal oral report

#### **formative**

- tasks during the course of an activity such as: a rehearsal of a presentation, peer editing of a text, peer assessment of a presentation or media text, an informal debate, grammar exercise, jigsaw group work, analysis of texts as writing models, think-pair-share, questions and answers, assigned homework, comparison-contrast of texts, journal response;
- self-assessment: process by which students become self-directed learners through the assessment of personal strengths and weaknesses according to the course outcomes, such as checklist, self-editing, pair-share. The statement that deals with self-assessment is coded **(SA)**

#### **summative**

- tasks that are sometimes integrated into an activity but are usually found at the end of an activity and that assess one or more communication skills demonstrated by students through productions such as: an oral report, a script, a video documentary, a news clip, an article, an editorial, questions and answers, textual analysis, a review, a poem, a report, a research paper, a literary essay, a progress report/feasibility short, a chart, a covering letter, a narrative text, a collaborative publication, a field/lab report, a dramatic monologue, a pamphlet, proofreading a text. The teacher should only use summative evaluation task suggestions that contain expectations previously taught and practised in the classroom

## Resources

The teacher refers to four types of resources during this course: pedagogical, human, material and technological. A listing of relevant resources are provided in each unit.

### Pedagogical

*Literary Cavalcade*, Scholastic Inc., Jefferson City (monthly publication).

CHAPMAN, Marilyn, and John BARNES, *The Reader Writes the Story / Canadian and World Short Fiction*, Scarborough, Prentice-Hall, 1992, 186 p.

DAVIES, Richard, and Glen KIRKLAND, *Canadian Writer's Handbook*, Toronto, Gage, 2000, 195 p.

HACKER, Diana, *A Canadian Writer's Reference, Second Edition*, Toronto, Nelson Canada, 1996, 353 p.

HOYES, Mima, *3-D English/Scripts for Language Arts (Book Three)*, Scarborough, Prentice-Hall, 1992, 217 p.

LUENGO, Anthony, *Canadian Writer's Companion*, Scarborough, Prentice-Hall Ginn, 1995, 390 p.

MISENER, Judith, and Sandra STEELE, *The Business of English*, Toronto, Oxford University Press, 1994, 278 p.

NORTHEY, Margot, *Impact / A Guide to Business Communication*, Fourth Edition, Scarborough, Prentice-Hall, 1998, 294 p (includes electronic grammar workbook).

OLIU, Walter, and Charles BRUSAW, *et al.*, *Writing that Works*, Toronto, Nelson Canada, 1994, 620 p.

PANMAN, Sandra, and Richard, PANMAN, *The Active Reader for Writers*, New York, Active Learning Corporation, 1991, 268 p.

### Reference/Consultation

CARPENTER, Donna, *et al.*, *Media Images and Issues*, Don Mills, Addison-Wesley, 1989, 376 p.

CHAPMAN, Marilyn, *Windows and Mirrors / Short Stories (Volume 2)*, Scarborough, Prentice-Hall, 1987, 171 p.

DUNCAN, Barry, *et al.*, *Mass Media and Popular Culture (Version 2)*, Toronto, Harcourt Brace and Co., 1996, 202 p.

FRANZA, August, *You and the Mass Media*, Portland, Maine, J. Weston Walch, 1989, 141 p.

HANCOCK, Geoffrey, *Canadian Fiction Magazine*, Kingston, Quarry Press Inc.

HAWLEY, D., *Writers' Guide to Canadian Magazines*, Toronto, Raincoast Book, 1990.

LEMAY, Bernadette, *La boîte à outils*, Vanier, CFORP, 1999.

LEVIN, Gerald (ed.), *et al.*, *Prose Models/Canadian, American, and British Essays for Composition*, Harcourt Brace Jovanovich, 1989, 340 p.

MARKEL, Mike, *Technical Communication*, Toronto, Nelson Canada., 1996, 240 p.

MILLS, Ian W., and Judith H. MILLS, *The Arch of Experience*, Toronto, Holt, Rinehart and Winston, 1987, 413 p.

PARKER, John, *The Writer's Workshop*, Don Mills, Addison-Wesley Publishing, 1982, 494 p.

PAUSTIAN, Shirley I., *Writing with Style*, Toronto, Oxford University Press, 1986, 232 p.

SAVAGE, Marie, *Poetry Markets for Canadians/League of Canadian Poets, 7th Edition*, Toronto, Mercury Press, 1999, 236 p.

SCHEWCHUK, Murphy O., and Anne OSBORNE, *The Canadian Writer's Guide (12th Edition)*, Markham, Fitzhenry and Whiteside, 1997, 757 p.

### **Material**

*How to Construct a Radio Documentary*, CD-ROM, Concord, Irwin Publishing, 1800 Steeles Ave., West L4K 2P3, n.d.

### **Technological**

Canadian Authors Association/Writers Helping Writers. (consulted March 10, 2001)

<http://www.canauthors.org/national.html>

Career Exchange. (consulted March 15, 2001)

<http://careerexchange.com>

Grain Magazine/Poetry and Prose. (consulted March 10, 2001)

<http://www.skwriter.com/grain/>

Human Resources Development Canada. (consulted March 14, 2001)

<http://www.hrdc-drhc.gc.ca/>

Job Hunter's Bible. (consulted March 15, 2001)

<http://www.jobhuntersbible.com>

Literature by Canadian Authors. (consulted February 10, 2001)

<http://www.macabees.ab.ca>

The Literary Network for Poets and Fiction Writers. (consulted February 10, 2001)

<http://www.webhome.idirect.com>

Maclean's In-Class Program. (consulted February 10, 2001)

<http://www.mh-education.com>

e-mail: [info@mh-educational.com](mailto:info@mh-educational.com)

Media Awareness Network. (consulted March 17, 2001)

<http://www.media-awareness.ca/>

On Line English Grammar. (consulted March 17, 2001)

<http://www.edunet.com/english/grammar/index.cfm>

Prism International/Contemporary Writing from Canada and around the World. (consulted March 10, 2001) <http://www.arts.ubc.ca/prism/>

SchoolFinder. (consulted March 5, 2001)

<http://www.schoolfinder.com>

SchoolNet. (consulted February 7, 2001)

<http://www.schoolnet.ca/>

Sympatico Net Life. (consulted February 7, 2001)

<http://www.netlifemagazine.com>

Youth Resource Network of Canada. (consulted June 27, 2000)

<http://www.youth.gc.ca>

### **OSS Policy Applications**

This course profile reflects the *Ontario Secondary Schools, Grades 9 to 12 - Program and Diploma Requirements Policy Applications* in regards to the needs of students in special

education, the integration of new technology, cooperative education and guidance, including specific elements of safety.

## **Course Evaluation**

Course evaluation is an on-going process. Teachers will be able to judge the effectiveness of this course through the following:

- continuous evaluation of the course: additions, modifications, deletions throughout the implementation of the course profile (teaching and learning strategies, resources, activities, local particularities);
- course evaluation by the students: perhaps the use of one or more surveys during the semester or school year;
- a class examination of the relevance of teaching and learning strategies and activities (during the formative and summative evaluation process);
- exchanges with other schools using the course profile (e.g., a sharing of recommendations or suggestions);
- visits in the classroom by colleagues or school administrators;
- feedback from provincial testing;
- continuous critical thinking about the course by the teacher;
- an analysis of the degree of success by students in the summative tests or exam at the end of the course.

In addition, the teachers and the administrators will periodically assess the teaching/learning strategies and the assessment/evaluation techniques.



## UNIT 1 (EAC4C)

### Writing to Persuade

#### Unit Description

**Time:** 24 hours

In this unit, students define the process of communication and focus on the connection between form, purpose and audience. They analyse and assess newspaper and magazine articles, editorials, reviews and ads. Students explore current issues in print and media texts and present their opinions on these issues in an oral report. They apply their knowledge of persuasive devices and of journalistic conventions in the production of an article on lifestyle issues, an editorial, a review, and a newspaper advertisement. They apply a writing process and technology to publish a class newspaper/magazine consisting of their individual texts.

#### Strands and Expectations

**Strands:** Investigating the Writer's Craft, Practising the Writer's Craft

**Overall Expectations:** EAEC4C-I-OE.1 - 3  
EAEC4C-P-OE.1 - 2 - 3

**Specific Expectations:** EAEC4C-I-Mod.1 - 2 - 3 - 5  
EAEC4C-I-Craft.2  
EAEC4C-I-Crit.1 - 2 - 3  
EAEC4C-P-AFor.1 - 3 - 6 - 7 - 8 - 9 - 10 - 12 - 13 - 14  
EAEC4C-P-PFor.9  
EAEC4C-P-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14  
EAEC4C-P-Crit.1 - 2 - 3

#### Activity Titles

#### Time

<b>Activity 1.1:</b> Audience and Purpose: Lifestyle Issues	300 minutes
<b>Activity 1.2:</b> Exploring Issues	240 minutes
<b>Activity 1.3:</b> Editorial	280 minutes
<b>Activity 1.4:</b> Review	200 minutes
<b>Activity 1.5:</b> Newspaper Advertisement	180 minutes
<b>Activity 1.6:</b> Summative Assessment Task - Publication of a Newspaper/Magazine	240 minutes

## **Crosscurricular Links**

When planning teaching and learning strategies, the teacher must integrate the following crosscurricular links: animation culturelle (**AC**), technology (**T**), career planning (**CP**) and other disciplines (**OD**). Practical suggestions are found in the “Activity Instructions”.

## **Accommodations (for students with special needs)**

Teachers using this instructional planning support document are expected to be acquainted with student’s Individual Education Plans (IEP) and the unique learning characteristics of their individual students, and to make the necessary accommodations. Teachers can find practical suggestions for these accommodations in *La Boîte à outils*, pages 11 to 21.

## **Assessment/Evaluation Techniques**

Assessment is an integral part of a dynamic learning process. Thus, teachers must plan and develop teaching and learning strategies jointly with evaluating strategies according to the four basic categories of the Achievement Chart. Various evaluation techniques such as diagnostic evaluation (**DE**), formative evaluation (**FE**) and summative evaluation (**SE**) are suggested in the section “Activity Instructions”.

## **Security**

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

## **Resources**

In this unit, the teacher selects from the following resources:

### **Pedagogical**

CONRAD, Ronald, *The Act of Writing, 4th edition*, Toronto, McGraw-Hill, 1995, 347 p.

KELLOW, Brian, and John KRISAK, *Matters of Fact/Short Non-Fiction*, Scarborough, Prentice-Hall, 1992, 218 p.

KELLOW, Brian, and John KRISAK, *Prose Short Forms*, Scarborough, Prentice-Hall, 1990, 219 p.

### **Reference/Consultation**

«Beyond the News», *The Ottawa Citizen*, 1995, 63 p.

LAMB, Jane, *The Complete Newspaper Resource Book*, Portland, J. Weston Walch, 1985, 266 p.

**Material**

Slim Hopes (Kinetic Video), produced by Media Education Foundation, 1995  
(can be booked at [www.mediacentre.com-no](http://www.mediacentre.com-no). 957196).

**Technological**

Opinion-Pages. (Opinions, Ideas and Commentary) (consulted February 4, 2001)  
<http://www.opinion-pages.org/>

## ACTIVITY INFORMATION 1.1 (EAC4C)

### Audience and Purpose: Lifestyle Issues

#### Description

**Time:** 300 minutes

In this activity, students explore the nature of communication and role-play a situation illustrating communication barriers. Students analyse and assess newspaper and magazine articles in terms of form, purpose and audience. They apply steps of a writing process to produce an article on a lifestyle issue.

#### Strands and Expectations

**Strands:** Investigating the Writer's Craft, Practising the Writer's Craft

**Overall Expectations:** EAEC4C-I-OE.1 - 3  
EAEC4C-P-OE.1 - 2 - 3

**Specific Expectations:** EAEC4C-I-Mod.1 - 2 - 5  
EAEC4C-I-Craft.2  
EAEC4C-I-Crit.1 - 2 - 3  
EAEC4C-P-AFor.1 - 3 - 6 - 7 - 8 - 10 - 12  
EAEC4C-P-PFor.9  
EAEC4C-P-Proc.1 - 2 - 3 - 4 - 5 - 6 - 8 - 9 - 10 - 11 - 12 - 13  
EAEC4C-P-Crit.1 - 2 - 3

#### Planning Notes

- Select articles on lifestyle issues and topics from current newspapers and magazines.
- Instruct students to bring to class various newspapers and magazines appropriate for an academic context; current publications might also be found at the school's library or on the Internet.
- Prepare a chart for students' analyses of articles in terms of form, purpose and audience.
- Determine format of students' writing folder in which students will incorporate notes, writing samples, drafts and finished products throughout the course; students' articles in this activity will be used in the publication of a class newspaper or magazine in Activity EAC4C 1.6.
- Prepare an evaluation grid for the summative assessment of student's article on a lifestyle issue.

## Activity Instructions

### Introduction

- Conduct a diagnostic assessment of students' understanding of form, purpose and audience: students write two e-mail or postcard messages describing a recent trip or holiday - one to a parent, the other to a friend. **(DE)**
- Instruct students, in a think-pair-share activity, to analyse their texts by noting in point form the differences between their two messages; students compare and contrast their texts and notes with a peer's; students share their texts and notes informally with the class. **(DE)**
- Review with students concepts of form, purpose and audience, using students' texts as examples to note differences in tone, diction, content and context.
- Have students assess their own writing skills with reference to their e-mail/postcard messages, identifying strengths and weaknesses; students identify goals and possible strategies to address weaknesses as writers during this course. **(SA)**

### Experimentation/Exploration/Manipulation

- Ask students (in groups or as a class) to brainstorm synonyms and definitions of the term "communication."
- Review with students the concepts of verbal and non-verbal communication; ask students questions that lead them to reflect on the purpose of writing and the purpose of the course in general.
- Provide students with examples of words, idioms or sentences with multiple meanings (e.g., peer, slate, web), asking students to provide examples of their own.
- Lead a discussion on the causes of miscommunication (e.g., interference, barriers, noise, spelling or grammatical errors) in their daily lives.
- Instruct students (in pairs or small groups) to improvise and role-play a situation (in a skit of one to two minutes in length) that presents a misunderstanding or communication problem and that involves persuasion (e.g., persuading someone to buy something, to call someone to lend money, to give us a holiday); provide class-time for students to briefly plan and rehearse their skit before presenting it. **(FE)**
- Instruct the audience of students to note in writing the types of communication problems and barriers presented in each skit.
- Lead a discussion of students' skits and notes to complete their analysis of communication barriers; also ask students to identify strategies that might be used to (a) avoid and (b) solve the misunderstandings or communication problems presented; ask students to identify communication facilitators (e.g., colours, graphics, gestures, intonation, volume).
- Explain the communication process to students, emphasizing concepts such as transmission, reception, decoding, encoding; relate the communication situation to the concepts of audience, purpose and form.
- Ask students (in groups) to compare and contrast different types of current newspapers and magazines (e.g. teen magazine, sports magazine, business newspapers, national weeklies); students use technology to access newspaper and magazine articles published recently; students note in chart form differences in the publications' purpose, audience and format; students present their group's charts informally to the class. **(FE) (OD) (T)**

- Some possible headings for the chart are:
  - types of pictures;
  - types of ads;
  - topics of articles;
  - diction/level of language;
  - tone/voice;
  - targeted audience (e.g., age, economic bracket);
  - purpose of specific articles (e.g., to inform, persuade, instruct, entertain).
- Instruct students to select from the above publications articles that deal with lifestyle issues (e.g., eating habits, dating, fitness, handling stress); students determine which of these articles is most effective in terms of audience and purpose; students identify and explain persuasive devices found in the articles (e.g., repetition, rhetorical questions, humour); students write a journal response in which they justify their choice and then share their response informally with the class. **(FE) (OD)**
- List students' reasons for their choice as they read their responses, leading students to identify the criteria of an effective article.
- Ask students to rewrite a segment of their selected article, changing the audience and purpose; students read their modified text to each other in groups and assess each others' texts according to the following criteria: **(FE)**
  - clarity and completeness of information;
  - relevancy/appropriateness of information;
  - level of language/diction;
  - level of interest;
  - tone/voice;
  - attention-getting opening;
  - visual appeal;
  - use of persuasive devices;
  - use of journalistic conventions;
  - structure/organization of ideas;
  - use of language convention;
  - satisfying closing.

(The same criteria will be used for the summative assessment.)
- Assign a lifestyle article: students convey their opinions on a lifestyle issue in which they persuade a specific audience to change their lifestyle or habits. **(SE)**
  - Some possible topics (which could target young adults) are:
    - getting along with parents;
    - finding true love;
    - getting fit;
    - surviving exams;
    - quitting smoking;
    - staying out of debt;
    - managing time;
    - controlling anger;
    - eating balanced meals.
- Conference with students during the application of steps of a writing process, asking students to identify clearly the target audience and specific purpose of their article; students read and

assess each other's drafts in groups, using a checklist of criteria; students are expected to use knowledge acquired in Français with regards to characteristics of articles; students use print and electronic resources to edit, format and print their article. **(T) (AC) (SA)**

- Conference with students after the summative assessment of their articles to clarify assessment, and to lead students to identify writing strengths and weaknesses; students determine a plan of action to improve their writing skills. **(SA)**

### *Grammar and Usage, Spelling and Punctuation*

- Review with students the various levels of language; students re-write selected passages, changing the level of language (e.g., from formal to informal to slang). **(FE)**
- Have students refer to print and electronic resources to verify the spelling and significance of new or unfamiliar words, with attention to journalistic terms; students proofread their own texts as well as texts provided by the teacher. **(FE)**

### **Summative Assessment**

- Assess students' ability to write an article on a lifestyle issue for a specific purpose and audience with attention to diction and language conventions, according to the following four categories of the achievement chart for English, Grade 12:
  - Knowledge/Understanding
    - demonstrate knowledge of journalistic forms and conventions;
    - demonstrate understanding of purpose and audience;
    - demonstrate uses and effect of persuasive devices.
  - Thinking/Inquiry
    - assess their own and others' articles in terms of form, purpose and audience;
    - select relevant details and appropriate tone and voice according to form, purpose and audience.
  - Communication
    - communicate ideas and information clearly, correctly, and precisely;
    - use an appropriate level of language;
    - organize ideas and information logically according to a chosen format;
    - demonstrate command of journalistic forms.
  - Application
    - use correct grammar and spelling with attention to journalistic terms;
    - use print and electronic resources to edit, format and print an article;
    - make connections between writing task and own concerns and lifestyle.

### **Further Activities**

- Have students read articles from unidentified publications, asking them to identify the audience, purpose and possible source of each article; students justify their analysis and then compare their answers to the real sources.
- Have students debate informally the lifestyle issues presented in the publications or in their own texts.
- Instruct students to produce and present a collage of three or four photos, asking them to identify the audience and purpose of their selected photos.

- Have students find examples of puns and then create their own, emphasizing the double meaning of words.

## **Appendices**

**(space reserved for the teacher to add his/her own appendices)**

## ACTIVITY INFORMATION 1.2 (EAC4C)

### Exploring Issues

#### Description

**Time:** 240 minutes

In this activity, students apply reading strategies and critical thinking skills to assess information presented in news sources, with a focus on bias and slant. They compare and contrast the coverage of an issue by various print and electronic news sources to determine which are most reliable and accurate. They present their findings orally with the use of a visual aid.

#### Strands and Expectations

**Strands:** Investigating the Writer's Craft, Practising the Writer's Craft

**Overall Expectations:** EAEC4C-I-OE.1 - 3  
EAEC4C-P-OE.1 - 2

**Specific Expectations:** EAEC4C-I-Mod.1 - 2 - 3 - 5  
EAEC4C-I-Craft.2  
EAEC4C-I-Crit.1 - 3  
EAEC4C-P-AFor.10  
EAEC4C-P-PFor.9  
EAEC4C-P-Proc.1

#### Planning Notes

- Record news broadcasts on current issues and reserve necessary audio-visual equipment.
- Select articles on current issues of interest to students from magazines, newspapers and the Internet (*Opinion-Pages*: <http://www.opinion-pages.org/>).
- Prepare comparison-contrast charts for students' group and individual analysis and assessment of articles.
- Provide students with necessary bristol board, markers and tape for the production of charts as visual aids for their oral presentation.
- Prepare evaluation grids for the diagnostic assessment of students' reading skills and for the formative and summative assessments of students' oral communication skills.

## Activity Instructions

### Introduction

- Present to students a news clip of a current issue.
- Lead a discussion on the issues presented, giving students the opportunity to express their views. **(DE)**
- Conduct a diagnostic assessment of students' media awareness and ability to distinguish facts from opinions: students answer written and/or oral questions about the objectivity and accuracy of the information presented in the news clip. **(DE) (T)**
- Assess students' reading strategies and knowledge/understanding of journalistic conventions: students read an article on a current issue and answer questions in writing. **(DE)**
- Have students assess their own reading and viewing skills with reference to their diagnostic assessment, identifying strengths and weaknesses; students identify goals and possible strategies to address weaknesses, during this course. **(SA)**

### Experimentation/Exploration/Manipulation

- Provide students with copies of a local newspaper asking them (in pairs or small groups) to examine the headlines and to identify the ones that are sensationalized, slanted, summative, opinionated, biased, judgmental, or even misleading; students also note specific features of headlines (e.g., font, use of verbs, capitalization, alliterations, puns); students informally share their findings with the class. **(FE)**
- Review students' findings, discussing with them how the headlines colour their perception and interpretation of the issues and events presented. Emphasize that even in a supposedly objective news report, a reporter might still convey opinions or try to convince the reader to adopt a certain point of view.
- Present the front page of a local newspaper to students, asking them to note specific features and journalistic conventions (e.g., visual layout, use of colour, font and spacing, masthead, prominence of specific stories, relevance of photos).
- Instruct students to read articles from the front page, to identify the issues, and to summarize the main and secondary ideas; students refer to print and electronic resources to define unfamiliar words, with attention to specialized terms (e.g., political terms).
- Ask students questions that lead them to determine the newspaper's possible criteria for the inclusion and exclusion of news stories on the front page; clarify concepts of bias, slant and appeal; students scan the articles they have just read and identify specific examples of bias. **(FE)**
- Instruct students (in groups) to compare and contrast the news coverage of a current issue in two different newspapers, magazines, or news media. **(FE)**
  - Students note in chart form features such as:
    - type of information
    - accuracy of information
    - examples of bias and slant
    - appeal (e.g., to fear, to logic)
    - inclusion and exclusion of facts and details
    - inclusion and exclusion of opinions/personal comments

- purpose
- target audience
- format or media techniques.
- Have students present their findings to other groups according to the jigsaw method of collaborative learning. Students assess their own and each other's presentations using a checklist. **(FE) (SA)**
  - Suggested criteria for assessment of oral presentations:
    - (a) content
      - clarity, relevancy of details, accuracy, order, assessment of texts' accuracy and objectivity, understanding of texts' main and secondary ideas, understanding of journalistic conventions, analysis of texts' form, purpose, and audience, analysis of media techniques
    - (b) presentation of information
      - speaking skills (e.g., tone, volume, tempo, pronunciation, clarity), use of language conventions, level of language, interest, use of chart, use of journalistic terms.
- Assign the following task to students for summative assessment according to the above criteria: students follow the coverage of a news event or issue during a one-week period, as presented in at least three different print and electronic news sources, to determine which are most accurate and reliable. **(SE) (T)**
  - Students are expected to:
    - record and/or collect print copies of selected news stories
    - compare and contrast the coverage of the event/issue, noting findings in the form of a chart
    - produce a visual aid (collage, montage, overhead, computer presentation) of their news stories
    - apply oral communication skills to present their findings in a formal oral presentation with the use of their chart and visual aid.
  - Suggested criteria for the assessment of chart and visual aid:
    - clarity
    - originality and appeal (e.g., use of colour, neatness, graphics, spacing, font)
    - relevancy of selected information
    - use of language conventions
    - organization of selected information
    - completeness.
- Provide class time for students to prepare and rehearse their presentation in consultation with teacher and peers.
- Have students assess their own and others' chart, visual aid and speaking skills during preparation and rehearsal of their presentation, with the use of a checklist, according to the above criteria; students make necessary adjustments to their presentation and apply problem-solving strategies, according to their self and peer assessments. **(SA)**

*Grammar and Usage, Spelling and Punctuation*

- Review with students the main rules of capitalization and punctuation; students apply proofreading skills by identifying and correcting errors in spelling, punctuation and capitalization found in news articles. **(FE)**

- Emphasize clarity and precision in written and oral communication, asking students to eliminate wordiness and to revise vocabulary in their own texts and texts provided by the teacher.

### **Summative Assessment**

- Assess students' ability to convey information in an oral presentation and to analyse and assess news stories, according to the following four categories of the achievement chart for English, Grade 12:
  - Knowledge/Understanding
    - demonstrate knowledge and understanding of issues presented in print and electronic news sources;
    - demonstrate understanding of the connection between form, purpose and audience;
    - demonstrate understanding of journalistic forms and techniques.
  - Thinking/Inquiry
    - analyse news stories by comparing and contrasting form and content;
    - assess accuracy and reliability of news stories by identifying and explaining examples of bias and slant;
    - draw conclusions and make inferences about the writer's intended message;
    - synthesize findings in a chart and a visual aid.
  - Communication
    - communicate information clearly, correctly and precisely using a chart and a visual aid;
    - use precise and appropriate diction;
    - organize information clearly and logically.
  - Application
    - use language conventions correctly;
    - apply speaking skills effectively in an oral presentation;
    - produce and present a comparison-contrast chart and a visual aid to clarify information;
    - apply reading and viewing strategies to scan print and electronic news stories, to explore an issue, and to note features of texts.

### **Further Activities**

- Have students informally debate the issues in the news stories presented by the students.
- Have students compare and contrast the coverage of an event or issue in an English and a French newspaper. **(AC)**
- Invite a journalist from the community to speak to students about the work of a journalist, the ethics of journalism, and related issues (e.g., privacy issues, libel, censorship). **(CP) (OD)**
- Have students write a letter to a local newspaper, radio station, or television station regarding its coverage of an issue or event.

### **Appendices**

**(space reserved for the teacher to add his/her own appendices)**

## ACTIVITY INFORMATION 1.3 (EAC4C)

### Editorial

#### Description

**Time:** 280 minutes

In this activity, students analyse and assess various kinds of editorials with attention to journalistic conventions and the use of persuasive devices. They convey their own opinions in an editorial on a current issue.

#### Strands and Expectations

**Strands:** Investigating the Writer's Craft, Practising the Writer's Craft

**Overall Expectations:** EAEC4C-I-OE.1 - 3  
EAEC4C-P-OE.1 - 2 - 3

**Specific Expectations:** EAEC4C-I-Mod.1 - 2 - 5  
EAEC4C-I-Crit.1 - 2 - 3  
EAEC4C-P-AFor.1 - 3 - 6 - 7 - 8 - 9 - 10 - 12 - 13 - 14  
EAEC4C-P-PFor.9  
EAEC4C-P-Proc.1 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14  
EAEC4C-P-Crit.2 - 3

#### Planning Notes

- Ask students to bring in editorials on topics of interest to them; select editorials from newspapers, magazines and Internet sites (e.g., *Opinion-Pages*: <http://www.opinion-pages.org/>).
- Record an editorial commentary from a radio or television show, and reserve necessary audio-visual equipment.
- Prepare evaluation grids for the diagnostic, formative and summative assessments of students' opinion texts and editorials.
- Have students incorporate notes, writing samples, drafts and finished products into their writing folders; students' articles in this activity will be used in the publication of a class newspaper or magazine in Activity EAC4C 1.6.

## Activity Instructions

### Introduction

- Conduct a diagnostic assessment of students' ability to convey opinions in writing: students read one or more editorials on current issues and write a journal entry in which they explain the reasons why they agree or disagree with the views expressed in the selected editorials. **(DE)**
- Conduct an informal debate in which students share the views expressed in their journal entries; emphasize the use of examples and supporting evidence in persuasive writing and speaking. **(DE)**

### Experimentation/Exploration/Manipulation

- Instruct students (in groups) to list the different types and characteristics of editorials, with reference to the texts read in the introduction; groups share findings informally with their peers.
- Review students' findings emphasizing the format and structure of editorials; ask students questions that lead them to identify the various persuasive devices (e.g., repetition, anecdotes, statistics, humour, antithesis) found in the texts.
- Present various controversial issues to students (e.g., pros and cons of euthanasia, body-piercing, cloning, genetically modified food); instruct students (in pairs) to formulate an opinion and at least three supporting arguments and then to present their position convincingly with the use of persuasive devices. **(FE)**
- Ask the student audience to identify the persuasive devices used by students to defend their position; students select the arguments that are presented most convincingly according to them. **(FE)**
- Present a taped editorial commentary (e.g., from a radio talk-show, from an investigative report on television) that deals with a current issue; students identify and explain the persuasive devices used in the commentary. **(FE) (T)**
- Instruct students to write an editorial in response to the above commentary with reference to the editorials read in class as models; students use a checklist of criteria to assess their own and a peer's editorial. **(SA) (FE)**
  - Suggested criteria for the assessment of the editorial:
    - effective hook/getaway
    - clear position
    - well-explained issue
    - sufficient background information
    - appropriate tone and level of language
    - convincing arguments
    - relevant details and evidence
    - logical order
    - effective persuasive devices
    - a strong conclusion calling for action.
- Assign an editorial to students for summative assessment according to the above criteria; students brainstorm a list of topics/issues that are relevant to them and which are appropriate

for an academic context (e.g., violence in sports, global warming, smoking by-laws, security cameras in the schools, year-round schooling, stereotypes in the media, sexism in the workplace). **(SE) (OD)**

- Have students apply steps of a writing process to assess the strengths and weaknesses of their draft and a peer's with the use of a checklist of criteria; students integrate peer's and teacher's suggestions into their drafts; students use electronic resources to edit, format and print their text. **(T) (SA)**

#### *Grammar and Usage, Spelling and Punctuation*

- Have students revise their own and others' sentences with attention to spelling, word choice, the avoidance of sentence errors, and the use of persuasive devices.
- Emphasize the use of appropriate voice, tone and level of language, as well as the use of inclusive language.
- Have students practise using parallel structure for emphasis by re-writing sentences in their own texts and in texts provided by the teacher. **(FE)**

#### **Summative Assessment**

- Assess students' ability to convey opinions convincingly in an editorial about a current issue, according to the following 4 categories of the achievement chart for English Grade 12:
  - Knowledge/Understanding
    - demonstrate knowledge and understanding of the format, conventions and terminology of the editorial;
    - demonstrate understanding of the uses and effect of persuasive devices.
  - Thinking/Inquiry
    - select relevant details and information as supporting evidence;
    - develop pointed arguments to support a position;
    - assess and revise their own and others' texts for persuasiveness.
  - Communication
    - communicate opinions clearly and convincingly;
    - demonstrate a sense of audience and purpose;
    - present arguments in logical order according to the conventions of the editorial.
  - Application
    - use language conventions correctly, with attention to the avoidance of sentence errors;
    - use journalistic terms correctly;
    - use steps of a writing process and electronic resources to draft, edit, format and print an editorial.

#### **Further Activities**

- Have students transform their editorial into a speech which they present to the class, applying public speaking techniques.
- Have students create an editorial cartoon to accompany their editorial.
- Have students submit their editorial to a local newspaper or magazine for publication.

- Have students prepare, conduct and record a series of interviews of their peers regarding one or more of the issues presented in this activity; students present the results of their interviews to the class.

## **Appendices**

**(space reserved for the teacher to add his/her own appendices)**

## ACTIVITY INFORMATION 1.4 (EAC4C)

### Review

#### Description

**Time:** 200 minutes

In this activity, students establish the criteria of an effective review and respond to various kinds of reviews in informal debates and journal entries. They apply their critical thinking skills to review a television show or video for formative assessment purposes. They assume the point of view of a critic to write an authentic review for the Arts and Entertainment section of a newspaper.

#### Strands and Expectations

**Strands:** Investigating the Writer's Craft, Practising the Writer's Craft

**Overall Expectations:** EAEC4C-I-OE.1 - 3  
EAEC4C-P-OE.1 - 2 - 3

**Specific Expectations:** EAEC4C-I-Mod.1 - 2 - 3 - 5  
EAEC4C-I-Craft.2  
EAEC4C-I-Crit.1 - 2  
EAEC4C-P-AFor.1 - 3 - 6 - 7 - 8 - 10 - 12 - 14  
EAEC4C-P-PFor.9  
EAEC4C-P-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13  
EAEC4C-P-Crit.2 - 3

#### Planning Notes

- Obtain different brands of chocolate chip cookies .
- Select a song, and reserve a CD player.
- Select reviews (of restaurants, songs, computer software or games, concerts, movies, books) from local newspapers and magazines, asking students to provide their own as well.
- Consult reviews of French music (e.g., from *Le Droit*, *L'Express* de Toronto, *Le Voyageur*) or consult the *Ciné-Franco* (French Film Festival) in Toronto.
- Prepare evaluation grids for the formative and summative assessments of students' reviews.
- Have students incorporate notes, writing samples, drafts and finished products into their writing folders; students' reviews will be used in the production of a newspaper ad in Activity EAC4C 1.5 and in the publication of a class newspaper or magazine in Activity 1.6.

## Activity Instructions

### Introduction

- Distribute chocolate chip cookies asking students (in groups or individually) to rate them on a scale of 1 to 4 (with reference to the four levels of the course's achievement chart); students explain their preferences as well as their criteria for their rating.
- Conduct a diagnostic assessment of students' ability to develop a critical response; present a song to students, asking them to rate it in a similar fashion and to justify their reaction in a journal entry. **(DE)**
- Have students compare and contrast their assessment of the song with an authentic review from a newspaper or magazine. **(OD) (DE)**

### Experimentation/Exploration/Manipulation

- Explain the characteristics and conventions of the review (e.g. background information, types of arguments, supporting details and evidence, terminology, sequence) with reference to students' journal entries and the above review.
- Brainstorm the various kinds of reviews (e.g., restaurant, movie, theatre, concerts, books, musical recordings), asking students to bring in at least one review of a movie they have seen and another type of review. Students might also use technology to access reviews of the latest movies and CDs. **(T)**
- Review with students the criteria used in the various types of reviews (e.g., appearance, taste, quality, interest, originality, audience, purpose, use of devices) with reference to reviews of French music and films (in *Le Droit*, *L'Express* de Toronto, *Le Voyageur* or other francophone newspapers). **(AC)**
- Have students react to their selected movie review in a journal response: they explain the reasons why they agree or disagree with the critic's review; students compare and contrast their opinions with their peers'. **(FE)**
- Provide students with access to print and electronic sources: students define specialized terms and unfamiliar vocabulary (especially terms relating to the media).
- Brainstorm with students the similarities and differences between an editorial and a review, emphasizing persuasive devices.
- Present a song, television episode or excerpt from a movie, asking students to write a review of the media text presented. **(FE)**
- Instruct students to assess their own and a peer's review according to the following criteria:
  - strong opening
  - use of evidence and details
  - use of persuasive devices
  - use of specialized terms
  - sequence of ideas
  - analysis of content
  - assessment of techniques
  - tone, voice
  - clearly targeted audience

- final recommendation (as to whether this product or show is worth the time or expense).  
**(FE) (SA)**
- Assign an authentic review to students in which they assume the point of view of a critic writing a column for the Arts and Entertainment section of a magazine (e.g., review of a local restaurant, review of a performance of a school band, review of the facilities of a fitness centre). **(SE) (OD)**
- Have students apply steps of a writing process; students clearly identify their target audience; students conference with the teacher to have their topic approved; students edit their draft with attention to the sequence and clarity of ideas as well as the overall effect of the review.

*Grammar and Usage, Spelling and Punctuation*

- Have students use print and electronic resources to format, edit and print their reviews with attention to specialized terms and level of language.
- Emphasize the use of correct sentence structure, reviewing the avoidance of sentence errors and the use of punctuation for clarity and emphasis.

**Summative Assessment**

- Assess students' ability to convey opinions in a review and to apply writing skills according to the following four categories of the achievement chart for English, Grade 12:
  - Knowledge/Understanding
    - demonstrate knowledge and understanding of format and conventions of the review;
    - demonstrate understanding of use and effects of stylistic and persuasive devices.
  - Thinking/Inquiry
    - support an assessment with convincing evidence and relevant details;
    - convey a critical response in a review.
  - Communication
    - convey an opinion clearly and coherently in a review;
    - use an appropriate level of language according to a target audience.
  - Application
    - use language conventions correctly with attention to punctuation, spelling and sentence structure;
    - apply steps of a writing process and use technological resources to edit, format and publish a review;
    - make connections between the review and their own preferences and interests.

**Further Activities**

- Have students conduct a survey among friends and family about their favourite current movie and the reasons for their preferences; students report findings to the class.
- Have students prepare and present a mock interview between a critic and a director/movie producer about the various media techniques and cinematographic effects in a recent movie.

**Appendices**

**(space reserved for the teacher to add his/her own appendices)**

## ACTIVITY INFORMATION 1.5 (EAC4C)

### Newspaper Advertisement

#### Description

**Time:** 180 minutes

In this activity, students analyse the persuasive techniques and assess the various features of ads. Students apply their knowledge of advertising forms and conventions to produce a promotional text for the product or service they reviewed in Activity EAC4C 1.4.

#### Strands and Expectations

**Strands:** Investigating the Writer's Craft, Practising the Writer's Craft

**Overall Expectations:** EAEC4C-I-OE.1 - 3  
EAEC4C-P-OE.1 - 2 - 3

**Specific Expectations:** EAEC4C-I-Mod.1 - 2 - 5  
EAEC4C-I-Craft.2  
EAEC4C-I-Crit.1 - 3  
EAEC4C-P-AFor.8 - 12  
EAEC4C-P-PFor.9  
EAEC4C-P-Proc.1 - 7 - 8 - 10 - 11 - 12 -13  
EAEC4C-P-Crit.2

#### Planning Notes

- Reserve necessary audio-visual equipment for students' presentation of their favourite television or radio commercial.
- Obtain a video on media images (e.g., *Slim Hopes*) and reserve necessary audio-visual equipment.
- Select ads from a variety of publications, asking students to provide some of their own.
- Provide necessary art supplies or give students access to specialized computer software for the production of their newspaper ad.
- Prepare an evaluation grid for the summative assessment of students' newspaper ad.
- Have students incorporate notes, writing samples, drafts and finished products into their writing folders; students' promotional texts from this activity will be used in the publication of a class newspaper or magazine in Activity EAC4C 1.6.

## Activity Instructions

### Introduction

- Conduct a diagnostic assessment of students' knowledge and understanding of effective advertising: students (individually or in pairs) record a favourite television or radio commercial, as homework; students present their commercial to the class, explaining the reasons for their selection. **(DE) (T)**
- Have students brainstorm the ways in which they first became aware of the movie, restaurant or song that was the object of their review in Activity EAC4C 1.4. (e.g., word of mouth, billboard, logos, slogans, radio commercials, neon signs, marquees).

### Experimentation/Exploration/Manipulation

- Ask students to list various kinds of advertising (e.g., telephone soliciting, posters on the bus and in bus shelters, logos on clothing, junk mail, Web pages).
- Have students identify slogans in those ads and produce (in pairs) satirical slogans for two or more products (eg., for a product they dislike - cough medicine, cans of sardines, outdated article of clothing, for trivial product - paper clip, pencil, shoelace, fork); students practise using technology and graphics by adding visually appealing components to their slogan, with the use of electronic resources; students share their slogans informally and vote on their favourites through a show of hands. **(FE) (T)**
- Have students bring in advertisements of their own; in groups, students assess the ads by identifying and explaining the different techniques and aesthetic devices (e.g., colour, wording, endorsement, appeal to emotion, innuendo, humour, alliteration, onomatopoeia); students informally share their assessment with other groups according to the jigsaw method of collaborative learning. **(FE)**
- Review students' findings with attention to the different kinds of verbal messages and propaganda techniques (e.g., endorsement, bandwagon, loaded words, name-calling); ask students to find examples of connotation from the above ads and to use knowledge of advertising acquired in Français. **(AC)**
- Have students explore the impact of ads on their consumer habits and on related issues (e.g., eating habits, self-image, stereotypes, values); students view a video (e.g., *Slim Hopes*) and read at least one essay or article on media images, noting and discussing the ideas presented.
- Assign to students the production of a newspaper ad for the event/place/service reviewed in Activity EAC4C 1.4. These will be published in Activity EAC4C 1.6. **(SE)**
  - Suggested criteria for the assessment of the newspaper ad:
    - (a) visual content
      - colour, font, use of space, graphics, clarity, choice of details, appropriateness, originality, interest
    - (b) verbal content
      - word choice, literary/stylistic devices, conventions, inclusive language, originality, connotations/denotations, persuasiveness, appropriateness.
  - Conference with students during production of ad, emphasizing audience and purpose and the avoidance of stereotypes; students use electronic resources to revise, format and print their ad. **(T)**

- Have students post their ads in the classroom; students select the ads which they consider most effective.

### *Grammar and Usage, Spelling and Punctuation*

- Have students assess and revise the vocabulary in their newspaper ad to ensure accuracy, proper connotation and denotation, and appropriate diction. **(SA)**
- Have students review their own and one another's ads for the avoidance of sexist language and stereotypes. **(SA)**
- Present students with examples of parallel structure in ads and short texts; students apply parallel structure in the verbal message of their newspaper ads with attention to pronoun and verb consistency.

### **Summative Assessment**

- Assess students' ability to produce a newspaper ad and to apply knowledge of advertising techniques, according to the following four categories of the achievement chart for English Grade 12:
  - Knowledge/Understanding
    - demonstrate knowledge and understanding of format and conventions of newspaper advertising;
    - demonstrate understanding of uses and effect of advertising techniques.
  - Thinking/Inquiry
    - select details for visual appeal and for persuasiveness;
    - assess their own and others' ads in terms of form, purpose, and audience.
  - Communication
    - communicate a message clearly and persuasively in an ad;
    - demonstrate a sense of purpose and audience with attention to diction and the use of inclusive language.
  - Application
    - use correct spelling, grammar and usage with attention to pronoun and verb consistency;
    - use graphics and technology to produce an ad according to media conventions.

### **Further Activities**

- Have students produce and present a video or audio recording of their satirical ad. **(T)**
- Have students prepare and present a collage on the avoidance of stereotypes.
- Have students find and select two or three articles/essays on the impact of the media on perceptions of self and others, including texts on topics such as eating disorders, violence against women, self-esteem, sexism; students synthesize and present their findings in a short oral report.
- Have a graphic artist from the community speak to students about his/her career. **(CP)**

### **Appendices**

**(space reserved for the teacher to add his/her own appendices)**

## ACTIVITY INFORMATION 1.6 (EAC4C)

### Summative Assessment Task – Publication of a Newspaper/Magazine

#### Description

**Time:** 240 minutes

For this summative assessment task, students use electronic resources and apply steps of a writing process in the collaborative publication of the media texts produced in this unit. They assume various roles involved in the publication process to select, revise, edit, proofread and format texts for a three-page newspaper/magazine, with attention to layout and graphics. They individually demonstrate their knowledge of persuasive writing as well as their editing and proofreading skills by writing an editorial in response to an article from a current publication.

#### Strands and Expectations

**Strand:** Practising the Writer's Craft

**Overall Expectations:** EAEC4C-P-OE.1 - 2 - 3

**Specific Expectations:** EAEC4C-P-AFor.1 - 3 - 6 - 7 - 8 - 10 - 12 - 13 - 14  
EAEC4C-P-PFor.9  
EAEC4C-P-Proc.1 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14  
EAEC4C-P-Crit.2 - 3

#### Planning Notes

- Form student groups according to students' abilities, to ensure balance.
- Prepare instructions and evaluation grids for the summative assessment of students' ability to proofread and revise their own and others' texts, and to format texts with the use of electronic resources.
- Have each student maintain a folder of notes, writing samples, writing models and finished products written during unit.
- Provide students with access to electronic resources and appropriate computer software for the publication of their newspaper or magazine and of their editorial.
- Select an article from a current publication (in a local newspaper or magazine or from the Internet) and of interest to students' for students' response in editorial form. (Note: An article from Activity EAC4C 1.2 might be used.)

## Activity Instructions

- Explain the summative assessment task to students:
  - A. Produce, in groups of four, a newspaper or magazine of the articles written in this unit. Group publication should include the following three sections:
    - Lifestyle Section
    - Editorial Section
    - Arts and Entertainment Section
  - B. Read a selected article and write an editorial on the issues presented in the article.
- Explain the overall expectations that will be used to assess the students' knowledge and skills according to the criteria of *Achievement Chart 1.6.1*. Students are expected to:
  - adapt level of language and diction to the intended audience;
  - use inclusive language;
  - apply group skills to produce a collaborative publication of their own and peers' media texts, assuming various roles;
  - apply knowledge of journalistic conventions;
  - assess the content and format of their publication in terms of its audience appeal;
  - extend their knowledge and generate ideas and arguments for their own written texts by exploring topics and issues in texts;
  - use accurate diction and concise sentence structures with attention to conventions of form, target audience and context;
  - express thoughts in clear, direct language;
  - apply language conventions correctly;
  - vary sentence structure to improve clarity and to provide emphasis;
  - make constructive suggestions for revisions, and integrate feedback from teachers and peers to improve their own texts;
  - support opinions convincingly using appropriate evidence;
  - revise sequence and order of written texts to ensure logic, clarity, coherence and unity;
  - use persuasive devices to convey opinions convincingly;
  - edit and proofread texts before final publication using feedback from teachers and peers;
  - use print and electronic resources to verify grammar usage, spelling, and punctuation; **(T)**
  - use electronic resources effectively to format texts, to present information clearly, and to enhance the overall presentation of their publication; **(T)**
  - develop their career interests by becoming familiar with the work involved in publishing a newspaper or magazine. **(CP)**
- Hand out to the students the instructions for each step and the corresponding evaluation grids.
- Establish groups, ensuring a balance within each group.
- The following time line is suggested for the completion of this summative assessment task:
  - Step 1: 20 minutes
  - Step 2: 25 minutes
  - Step 3: 15 minutes
  - Step 4: 25 minutes
  - Step 5: 65 minutes
  - Step 6: 60 minutes
  - Step 7: 30 minutes

## **Appendices**

**(space reserved for the teacher to add his/her own appendices)**

Appendix EAC4C 1.6.1: Achievement Chart - Publication of a Newspaper/Magazine

Appendix EAC4C 1.6.2: Student Booklet - Publication of a Newspaper/Magazine

Achievement Chart - Publication of a Newspaper/Magazine

Appendix EAC4C 1.6.1

<i>Assessment Techniques: diagnostic 9 formative 9 summative :</i>				
<i>Categories and criteria</i>	<i>50 - 59% Level 1</i>	<i>60 - 69% Level 2</i>	<i>70 - 79% Level 3</i>	<i>80 - 100% Level 4</i>
<b>Knowledge/Understanding</b>				
The student: - demonstrates knowledge of journalistic conventions and forms (news articles, editorials, reviews, ads). - demonstrates understanding of form, purpose (persuasive) and audience. - demonstrates understanding of the uses and effects of advertising techniques and stylistic and of persuasive devices.	The student demonstrates <b>limited knowledge</b> of journalistic conventions and <b>limited understanding</b> of form, purpose and audience and of the uses of devices for effect.	The student demonstrates <b>some knowledge</b> of journalistic conventions and <b>some understanding</b> of form, purpose and audience and of the uses of devices for effect.	The student demonstrates <b>considerable knowledge</b> of journalistic conventions and <b>considerable understanding</b> of form, purpose and audience and of the uses of devices for effect.	The student demonstrates <b>thorough knowledge</b> of journalistic conventions and <b>thorough and insightful understanding</b> of form, purpose and audience and of the uses of devices for effect.
<b>Thinking/Inquiry</b>				
The student: - uses critical and creative thinking skills to revise own and others' texts and to assess texts in terms of form, purpose and audience. - applies inquiry skills to select visually appealing graphics and details. - selects details and evidence to defend opinions convincingly.	The student uses critical and creative thinking skills with <b>limited effectiveness</b> and applies <b>few of the skills</b> of inquiry.	The student uses critical and creative thinking skills with <b>with moderate effectiveness</b> and applies <b>some of the skills</b> of inquiry.	The student uses critical and creative thinking skills with <b>with considerable effectiveness</b> and applies <b>most of the skills</b> of inquiry.	The student uses critical and creative thinking skills with <b>with a high degree of effectiveness</b> and applies all or almost all of <b>the skills</b> of inquiry.

<i>Communication</i>				
<p>The student:</p> <ul style="list-style-type: none"> <li>- communicates information and ideas clearly in journalistic texts.</li> <li>- communicates for different audiences and purposes, using appropriate diction and journalistic terms.</li> <li>- demonstrates command in persuasive texts and newspaper forms: articles, editorials, reviews, ads.</li> </ul>	<p>The student communicates information and ideas <b>with limited clarity, with a limited sense</b> of audience and purpose and with <b>limited command</b> of forms.</p>	<p>The student communicates information and ideas <b>with some clarity, with some sense</b> of audience and purpose and with <b>moderate command</b> of forms.</p>	<p>The student communicates information and ideas <b>with considerable clarity, with a clear sense</b> of audience and purpose and with <b>considerable command</b> of forms.</p>	<p>The student communicates information and ideas <b>with a high degree of clarity and confidence, with a strong sense</b> of audience and purpose, and with <b>extensive command</b> of forms.</p>
<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> <li>- uses language conventions to proofread texts.</li> <li>- uses media techniques to revise ads and to produce graphics.</li> <li>- uses reading strategies to assess and revise texts.</li> <li>- uses a writing process to revise and edit texts.</li> <li>- uses technology to proofread, format and print texts, incorporating visuals.</li> <li>- makes connections between current issues and their own knowledge, experience and ideas.</li> </ul>	<p>The student uses language conventions, media techniques and appropriate technology <b>with limited accuracy and effectiveness</b> and uses <b>with limited competence</b> reading strategies and a writing process.</p>	<p>The student uses language conventions, media techniques and appropriate technology <b>with some accuracy and effectiveness</b> and uses <b>with moderate competence</b> reading strategies and a writing process.</p>	<p>The student uses language conventions, media techniques and appropriate technology <b>with considerable accuracy and effectiveness</b> and uses <b>with considerable competence</b> reading strategies and a writing process.</p>	<p>The student uses language conventions, media techniques and appropriate technology <b>accurately and effectively all or almost all of the time</b> and uses <b>with a high degree of competence</b> reading strategies and a writing process.</p>
<p>Comment: A student whose achievement is below Level 1 (less than 50%) does not meet the required overall expectations for this task.</p>				

**Publication of a Newspaper/Magazine**

- Here is your assignment. You are to:
  - A) Produce, in groups of four, a newspaper or magazine of the articles written in this unit. Group publication should include the following three sections:
    - Lifestyle Section
    - Editorial Section
    - Arts and Entertainment (Review) Section
  - B) Read a selected article. Write an editorial in which you give your views on the issues presented in the article.

**Step 1: Selection of Texts****Activity:** Group**Time:** 20 minutes

12. Submit to your group the three articles (from your writing portfolio) that were assessed in activities EAC4C 1.1, EAC4C 1.3, and EAC4C 1.4. Do not include the summative assessment grids.
2. Silently read one another's three articles, rating them on a scale of 1 to 3 (3 being the number of the article considered most effective).
3. Tally the number of points given by the group members to each of students' three articles. Select the two articles per student which received the highest ratings.

**Step 2: Revision of Peers' Texts****Activity:** Individual**Time:** 25 minutes

- Re-read a member's two selected articles. Using a prepared checklist, note errors in the use of language conventions; make suggestions to improve specific passages and to follow journalistic conventions.
  - Your editing skills will be assessed according to your ability to:
    - identify errors in the use of language conventions
    - identify passages needing improvement
    - give positive feedback
    - make suggestions for improvement
    - demonstrate knowledge of journalistic conventions.
- Some possible criteria for the checklist are:
  - a) Does the article follow the conventions of:
    - spelling?
    - grammar?

- punctuation?
- usage?
- b) Does the article have an effective
  - hook/opening?
  - tone/voice?
  - content?
  - structure?
  - use of journalistic terms?
  - level of language?
  - closing/conclusion?
- c) Is the article effective in terms of
  - form?
  - purpose?
  - audience?

**Step 3: Revision of Own Texts**

**Activity:** Individual

**Time:** 15 minutes

(To be finished as homework)

1. Proofread, edit, and revise your own two articles according to your group members' suggestions. Refer to teacher's comments and the summative assessment grids to identify and revise errors and areas needing improvement. Your editing skills will be assessed according to the same criteria as in Step 2 (Exception: change "ability to give feedback" to "ability to integrate feedback and suggestions into text").
2. Refer to print and electronic resources to verify spelling and definition of new or difficult words.
3. Conference with peers and teacher for further explanations, if necessary.

**Step 4: Layout of Texts**

**Activity:** Individual/Group

**Time:** 25 minutes

1. Determine the layout of texts collaboratively by preparing a thumbnail sketch of each of the three newspaper or magazine sections: Lifestyle, Editorials, Arts and Entertainment.
2. Determine the positioning of the newspaper ads that will accompany reviews in the Arts and Entertainment Section; determine which graphics (e.g., font, colour, lines, photos, cartoons) will be added to the pages for visual appeal.
3. Examine the layout of current newspapers or magazines as models to ensure:
  - relevance of articles
  - prominence of articles
  - visual appeal of page

- clarity and legibility
- correct use of journalistic conventions (e.g., headlines, by-lines, column style)
- effective use of graphics
- logical and appropriate positioning.

**Step 5: Publication of Newspaper/Magazine**

**Activity:** Individual/Group  
**Time:** 65 minutes

- Use electronic resources to incorporate graphics and to format and print the newspaper or magazine pages according to the criteria listed in Step 4.

**Step 6: The Editorial: Writing Process**

**Activity:** Individual  
**Time:** 60 minutes  
(In-Class Activity)

1. Read the selected article/editorial on a current issue.

( Teacher would place chosen article/edotorial here)

2. Use the following chart to brainstorm in response to the following questions: Do you agree with the views presented in the article/editorial? Why or why not? What are your opinions on this issue?

Yes	No	Other opinions and facts to consider
The statements I agree with: <hr/> <hr/> <hr/>	The statements I disagree with: <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
My reasons: <hr/> <hr/> <hr/>	My reasons: <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

3. Decide which position you will defend.
4. Formulate your opinions clearly and correctly.

5. Add supporting details and evidence.
6. Sequence your ideas.
7. Write your draft.
8. Revise your draft.
  - Use print and electronic resources to edit and proofread, being careful to use persuasive devices to make your text convincing.
  - Refer to
    - a) the revision checklist from Step 2 of this booklet and
    - b) the assessment grid of your editorial in Activity EAC4C1.3.
9. Insert your notes and draft into your writing folder. Editorial will be finalized during the next class.

**Step 7: Publication of Editorial**

**Activity:** Individual

**Time:** 30 minutes

- Use your electronic resources to revise, format and print your editorial according to journalistic conventions.



## TABLE OF OVERALL AND SPECIFIC EXPECTATIONS

<b>THE WRITER'S CRAFT</b>		<b>Units</b>				
<i><b>Strand: Investigating the Writer's Craft</b></i>		1	2	3	4	5
<b>Overall Expectations</b>						
EAC4C-I-OE.1	analyse the characteristics of effective writing in a variety of genres and forms, including business correspondence, reports, newspaper and magazine articles, media scripts, essays, poetry, short stories, and excerpts from novels and plays.	1.1 1.2 1.3 1.4 1.5	2.3 2.4 2.5	3.2 3.3 3.4	4.1 4.2 4.3 4.4 4.5	
EAC4C-I-OE.2	demonstrate an improved understanding of the craft of writing by researching, synthesizing, and analysing a variety of material about writers and the writing process, focusing on informational and practical writing.		2.1 2.4 2.5		4.4 4.5	5.1 5.2 5.3
EAC4C-I-OE.3	assess effectiveness of style and technique in a variety of informational, practical, and literary texts.	1.1 1.2 1.3 1.4 1.5 1.6	2.2 2.3 2.4 2.5	3.2 3.3 3.4	4.1 4.2 4.3 4.4 4.5	5.1 5.3
<b>Specific Expectations: Analysing Models of Writing</b>						
EAC4C-I-Mod.1	identify elements and conventions that are characteristic of specific genres and forms of writing.	1.1 1.2 1.3 1.4 1.5	2.2 2.3 2.4 2.5	3.2 3.3 3.4	4.1 4.2 4.3 4.4 4.5	5.1 5.3
EAC4C-I-Mod.2	analyse the writing styles and techniques, including choice of vocabulary and level of language, used in academic, informational, and practical (e.g., business and technical) texts, focusing on the writers' ability to convey ideas, information, and themes for a specific purpose and to a specific audience.	1.1 1.2 1.3 1.4 1.5	2.3 2.4 2.5	3.2 3.3 3.4	4.1 4.2 4.3 4.4 4.5	5.1 5.3
EAC4C-I-Mod.3	compare and contrast texts that deal with the same topic, explaining which are more effective in terms of form and style.	1.1 1.2 1.4	2.3 2.4		4.1 4.2 4.4	
EAC4C-I-Mod.4	assess format and techniques used in media scripts (e.g., documentaries, news broadcasts, radio ads, instructional videos) that convey research and opinions on a given topic, issue, or theme.		2.5		4.1	
EAC4C-I-Mod.5	analyse writing style and techniques used in various articles (e.g., about the positive and negative impact of technology in their daily lives, in the business world, and in other workplaces), and assess their effectiveness in conveying ideas, opinions, and information.	1.1 1.2 1.3 1.4 1.5 1.6	2.3 2.4			5.1 5.3

<b>THE WRITER’S CRAFT</b>		<b>Units</b>				
<b><i>Strand: Investigating the Writer’s Craft</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
EAC4C-I-Mod.6	analyse a variety of literary texts (e.g., poetry, short stories), focusing on techniques used by the writers to develop plot, theme, setting, and character.				4.1 4.2 4.3 4.4 4.5	
<b>Specific Expectations: Understanding the Writer’s Craft</b>						
EAC4C-I-Craft.1	analyse interviews with and articles by a variety of writers of informational, practical, and literary texts about the craft of writing and the writing process, and explain how their findings will influence their own writing.		2.5		4.4 4.5	5.1 5.3
EAC4C-I-Craft.2	explain how purpose and audience influence the form and the level of language used by writers of informational and practical texts.	1.1 1.2 1.4 1.5	2.2 2.3 2.5	3.2 3.3 3.4		5.1
EAC4C-I-Craft.3	synthesize various authors’ views on the role of the writer and the role of both informational and literary texts in society.		2.1		4.4 4.5	5.1 5.3
EAC4C-I-Craft.4	research and describe the specific skills required for various careers in writing and communications.		2.5	3.2		5.1 5.2 5.3
<b>Specific Expectations: Critical Thinking</b>						
EAC4C-I-Crit.1	assess effectiveness of persuasive devices used to defend a position in expository texts, reports, and editorials.	1.1 1.2 1.3 1.4 1.5 1.6	2.2 2.3 2.4 2.5	3.2 3.4	4.4	
EAC4C-I-Crit.2	analyse the way successful writers, including writers of texts for oral/visual presentations and media works, use specific techniques (e.g., organizational structures and patterns, rhetorical elements) to convey their messages effectively, justifying their position with reference to specific details.	1.1 1.3 1.4	2.5	3.2 3.4	4.4	5.1 5.3
EAC4C-I-Crit.3	analyse the influence of literature, journalism, media productions (e.g., radio, video, film), and the Internet as vehicles for social and cultural expression.	1.1 1.2 1.3 1.5	2.1		4.5	5.1 5.2 5.3

<b>THE WRITER'S CRAFT</b>		<b>Units</b>				
<b><i>Strand: Practising the Writer's Craft</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Overall Expectations</b>						
EAC4C-P-OE.1	produce a broad range of academic, informational and practical writing, focusing on an essay, newspaper/magazine articles, media texts, business correspondence, a report, and journal writing, conveying information clearly and accurately and paying attention to form, purpose, and audience.	1.1 1.2 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.1 5.3 5.4 5.5
EAC4C-P-OE.2	apply the various stages of a writing process to all writing assignments, focusing on the achievement of clarity, coherence, and unity.	1.1 1.3 1.4 1.5 1.6	2.1 2.3 2.4 2.5	3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.1 5.3 5.4 5.5
EAC4C-P-OE.3	assess their own and peers' writing skills, using informational and practical texts under study as models, and identify ways to improve their effectiveness.	1.1 1.3 1.4 1.5 1.6	2.1 2.3 2.4 2.5	3.2 3.3 3.4	4.1 4.2 4.3 4.5	5.3 5.4 5.5
<b>Specific Expectations: Academic and Informational Forms and Techniques</b>						
EAC4C-P-AFor.1	write about a variety of assigned topics and current issues in persuasive texts, personal essays, and personal responses, expressing opinions clearly and convincingly.	1.1 1.3 1.4 1.6	2.1 2.2 2.3 2.4 2.5		4.1 4.4	5.1 5.3
EAC4C-P-AFor.2	write a literary essay and/or short critical responses, analysing one or more elements of a work of fiction and assessing effectiveness of author's writing style.				4.1 4.2 4.3 4.4 4.5	
EAC4C-P-AFor.3	write at least two articles from the following sections of a newspaper: front page, editorial page, sports, lifestyles, business, and arts and entertainment.	1.1 1.3 1.4 1.6				
EAC4C-P-AFor.4	write a media script (e.g., for a documentary) that presents research on a field of study related to a career choice or current issue, respecting conventions of chosen form and focusing on a specific audience.		2.3 2.5			5.1
EAC4C-P-AFor.5	integrate research from a variety of sources smoothly into short reports and media texts, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]).		2.1 2.4 2.5	3.1 3.2 3.5	4	
EAC4C-P-AFor.6	apply organizational structures that are appropriate to conventions of chosen form, organizing ideas and information in a logical sequence according to a prepared outline, and adjusting order and headings when necessary.	1.1 1.3 1.4 1.6	2.1 2.4 2.5			5.1 5.3

<b>THE WRITER'S CRAFT</b>		<b>Units</b>				
<b><i>Strand: Practising the Writer's Craft</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
EAC4C-P-AFor.7	develop effective introductions, using a variety of general statements that create interest (e.g., anecdotes, provocative statements or statistics, startling questions or quotations).	1.1 1.3 1.4 1.6	2.1 2.3 2.4 2.5	3.2 3.5		5.3 5.4 5.5
EAC4C-P-AFor.8	vary word choice and literary/stylistic devices to suit form, to produce a specific effect, and to meet requirements of a specific audience.	1.1 1.3 1.4 1.5 1.6	2.1 2.3 2.4 2.5	3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.3 5.4 5.5
EAC4C-P-AFor.9	use a range of transitional devices effectively to show relationships between ideas and to ensure coherence.	1.3	2.1 2.5	3.1 3.3		5.1
EAC4C-P-AFor.10	support opinions convincingly, using appropriate evidence, demonstrating analytical reasoning skills, and expressing complex thoughts in clear, direct language.	1.1 1.2 1.3 1.4 1.6	2.2 2.4 2.5	3.2 3.5	5	
EAC4C-P-AFor.11	incorporate quotations from primary and secondary sources into research papers smoothly, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation.		2.2			5.1
EAC4C-P-AFor.12	adapt diction and level of language to the intended audience, using inclusive language.	1.1 1.3 1.4 1.5 1.6	2.1 2.3 2.3 2.4 2.5	3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.3 5.4 5.5
EAC4C-P-AFor.13	produce collaboratively a publication of their own and peers' written texts (e.g., magazine, newspaper), following conventions of chosen form and assuming various roles.	1.3 1.6				5.5
EAC4C-P-AFor.14	identify the target audience of their collaborative publication, and assess the content and format of their publication in terms of its audience appeal.	1.3 1.4 1.6				5.5
<b>Specific Expectations: Practical Forms and Techniques</b>						
EAC4C-P-PFor.1	convey ideas and information clearly and correctly in reports and business correspondence related to a specific field of work.		2.2 2.4	3.1 3.2 3.3		5.1 5.3
EAC4C-P-PFor.2	write a field or lab report on a specific process, organizing information in a logical sequence that leads to a clear recommendation or conclusion, and using appropriate headings.		2			

<b>THE WRITER’S CRAFT</b>		<b>Units</b>				
<b><i>Strand: Practising the Writer’s Craft</i></b>		1	2	3	4	5
EAC4C-P-PFor.3	<p>write a feasibility study or a progress report, including the following elements:</p> <p>Feasibility study:</p> <ul style="list-style-type: none"> <li>- a clear introduction explaining the present situation;</li> <li>- factual information about the proposal to remedy the situation;</li> <li>- evidence of the reliability or feasibility of the venture;</li> <li>- anticipated problems and their possible solutions;</li> <li>- a conclusion justifying recommendations;</li> </ul> <p>Progress report:</p> <ul style="list-style-type: none"> <li>- a brief description of the project, including relevant background information;</li> <li>- detailed summaries of the production process, time lines, and costs to date;</li> <li>- a conclusion assessing how well the project is proceeding.</li> </ul>			3.2		
EAC4C-P-PFor.4	write covering letters to accompany reports, applying conventions of form.			3.2		
EAC4C-P-PFor.5	present information in reports clearly, accurately, and in a logical sequence, according to chosen format.		2.1 2.2 2.4	3.2		
EAC4C-P-PFor.6	apply organizational structures and patterns that will lead readers to the final recommendation or conclusion of reports.		2.1 2.2 2.4	3.2 3.5		
EAC4C-P-PFor.7	incorporate research from primary and secondary sources into reports, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., MLA).		2.1 2.2 2.4	3.1 3.2 3.5		
EAC4C-P-PFor.8	integrate diagrams, tables, graphs, and charts into written texts to clarify information and to support their position.		2.2	3.2 3.5		
EAC4C-P-PFor.9	use appropriate level of language, accurate diction, and concise sentence structures, paying attention to conventions of form, targeted audience, and context.	1.1 1.2 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5	3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.2 5.3 5.4
EAC4C-P-PFor.10	incorporate newly learned technical terms into reports, using print and electronic resources to confirm usage.		2.1 2.2 2.3 2.4 2.5	3.1 3.2 3.5		

THE WRITER'S CRAFT		Units				
<i>Strand: Practising the Writer's Craft</i>		1	2	3	4	5
<b>Specific Expectations: Writing as a Process</b>						
EAC4C-P-Proc.1	maintain a well-organized and complete writing folder that contains drafts and completed products, as well as models of effective forms, styles and techniques.	1.1 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.3 5.4 5.5
EAC4C-P-Proc.2	maintain a journal in which they regularly explore ideas, collect new words or expressions, experiment with forms and techniques, respond to the writing of others, and assess their own writing skills.	1.1 1.4	2.2 2.3	3.3	4.1 4.2 4.4	5.1 5.2
EAC4C-P-Proc.3	generate ideas and arguments for their own written texts by exploring topics, issues, and themes in informational texts and media productions.	1.1 1.3 1.4 1.6	2.1 2.2 2.3 2.4 2.5		4.5	5.1
EAC4C-P-Proc.4	use ideas and information generated from research, discussion, reading, and viewing to develop content of their written work use an inquiry process to elaborate and refine content of written work; (e.g., review what is already known, analyse information, make inferences, think divergently).	1.1 1.3 1.4	2.1 2.4 2.5	3.1 3.2 3.5	4.5	5.1
EAC4C-P-Proc.5	write drafts independently and collaboratively.	1.1 1.3 1.4 1.6	2.1 2.4 2.5	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.1 5.3 5.4 5.5
EAC4C-P-Proc.6	apply correctly the grammar, usage, spelling, and punctuation conventions specified for the core English, Grade 12, College Preparation course.	1.1 1.3 1.4 1.6	2.1 2.4 2.5	3.2 3.3	4.1 4.3 4.5	5.1 5.3 5.4 5.5
EAC4C-P-Proc.7	use a variety of sentence structures to improve clarity and to provide emphasis.	1.3 1.4 1.5 1.6	2.2	3.2 3.3	4.5	5.1 5.3 5.4
EAC4C-P-Proc.8	review and revise their own and peers' written work, including work in progress, making constructive suggestions for revision and using feedback from teacher and peers to improve their own writing.	1.1 1.3 1.4 1.5 1.6	2.1 2.4 2.5	3.2 3.3	4.1 4.2 4.3 4.5	5.4 5.5
EAC4C-P-Proc.9	recognize organizational problems in written texts and revise outlines to ensure logic, clarity, coherence, and unity.	1.3 1.4 1.6	2.1 2.4 2.5	3.1 3.2 3.5	4.5	
EAC4C-P-Proc.10	revise drafts for form, content and style, focusing on purpose, and audience.	1.1 1.3 1.4 1.5 1.6	2.1 2.4 2.5	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.1 5.3 5.4 5.5

<b>THE WRITER’S CRAFT</b>		<b>Units</b>				
<b><i>Strand: Practising the Writer’s Craft</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
EAC4C-P-Proc.11	revise vocabulary for precision and accuracy, incorporating specialized terms when appropriate, using inclusive language, and appropriate level of language.	1.1 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.5	5.1 5.3 5.4 5.5
EAC4C-P-Proc.12	edit and proofread drafts before final publication, using feedback from teacher and peers and using print and electronic resources to verify grammar, usage, spelling, and punctuation.	1.1 1.3 1.4 1.5 1.6	2.1 2.4 2.5	3.2 3.3 3.4 3.5	4.5	5.1 5.3 5.4 5.5
EAC4C-P-Proc.13	use electronic resources effectively (e.g., word-processing, spreadsheet, or desktop publishing software) to format texts, to present information clearly (e.g., select clear headings, incorporate charts and other visual aids, use typefaces consistently, use spacing effectively), and to enhance the overall presentation of the final product.	1.1 1.3 1.4 1.5 1.6	2.1 2.4 2.5	3.2 3.3 3.4 3.5	4.5	5.1 5.3 5.4 5.5
EAC4C-P-Proc.14	choose and polish one of their written texts for distribution to a larger audience (e.g., in a class anthology, on school Web site).	1.3 1.6		3.3	4.5	5.3 5.5
EAC4C-P-Proc.15	actively seek a publishing venue for their work (e.g., submit polished texts to writing contests, celebrations, school publications, newspapers, magazines, business or trade publications, appropriate Internet “zines”, and Web sites).		2.4 2.5	3.3	4.5	5.3 5.5
<b>Specific Expectations: Critical Thinking</b>						
EAC4C-P-Crit.1	assess their own skills as writers, identifying their strengths and weaknesses and adjusting writing accordingly, focusing on form, purpose, and audience.	1.1	2.4 2.5	3.3	4.1 4.2 4.3 4.5	5.4 5.5
EAC4C-P-Crit.2	assess content, organization, style and effectiveness of peers’ drafts and final versions of informational and practical texts, offering objective and constructive criticism (e.g., conference with peers to assess a script in progress).	1.1 1.3 1.4 1.5 1.6	2.1 2.4 2.5	3.2 3.3 3.4 3.5	4.4	5.1 5.3
EAC4C-P-Crit.3	demonstrate ability to extend their knowledge and clarify their thoughts about various issues and topics by writing about them in well-organized and coherent texts.	1.1 1.3 1.4 1.6	5.1 5.3 5.4 5.5	3.3	4.4 4.5	5.1 5.3
EAC4C-P-Crit.4	compare their current writing skills with those required for success in college programs and careers of their choice, and create an action plan to address identified needs.		2.4 2.5	3.3		5.3