

Subject Area:	English
Course:	Writing 2203
Level of Instruction:	Level Two
References:	Course Description (Interim Edition, 2001)

Program Description:

Writing 2203 is an optional course designed to accommodate a wide range of student interests and abilities. It offers students an opportunity to explore writing as a means of personal expression as well as a method of communication. The course provides opportunities for students to develop a portfolio of written products under the following categories: transactional writing (including electronic texts), poetic writing, and expressive writing. The course is intended to provide students with the opportunity to explore their thoughts and imagination through writing as well as the opportunity to practice and refine practical, expository writing. The emphasis throughout the course is on the improvement and refinement of students' writing through extended practice. While the major activity in the course is the production of written texts, the course recognizes that other language arts processes (speaking and listening, reading and viewing) are activated as students produce writing in a variety of formats for different audiences.

Weighting of Evaluation Components:

Students must include evidence of the writing process in their portfolios and should be encouraged to use the writing process as frequently as possible in their production of various texts.

Student assessment should include the three major categories: diagnostic (or pre-instructional), formative and summative. **A portfolio or writing folder of each student's writing production will be mandatory.** To arrive at a "mark" which represents as truly as possible a student's achievement and ability, the types of assessment employed will be varied and in line with the specific curriculum outcomes of Writing 2203. In summative terms, the student's evaluation will be weighted as follows:

A: Portfolio Assessment.....80%

Teachers should refer to page 30 and to page 34 in the *Interim Course Description (2001)* for a detailed description of the portfolio requirements. Notes from individual student teacher conferences could also be entered in the portfolio. A description of writing conferences is contained in Appendix 4 in the *Interim Course Description (2001)*.

The portfolio must contain work from all three writing modes:

- Expressive (weekly journal writing, friendly letters, etc.)
- Transactional: A minimum of **five** polished texts for a variety of purposes. One must contain evidence of research. There should be eight to twelve drafts contained in the portfolio.

Poetic: A minimum of **four** pieces of poetic writing representing both verse and narrative prose.

When assigning a portfolio grade for reporting purposes, teachers should weight the modes as outlined below:

Expressive Writing.....	20%
Transactional Writing.....	40%
Poetic Writing.....	40%

Students should be encouraged to become an integral part of the publishing community of writers by sharing their work with their peers, submitting their texts to writing competitions, writing for a school or community newspaper, orally presenting their work to a large group, etc.

When students learn to assess their own progress, they develop critical thinking skills and share in the responsibility for their own growth. Students will be expected to assess their own growth in writing several times throughout the course. This is invaluable in developing the critical and analytic skills of writers, and in developing students' self-confidence as writers and as thinkers about their own writing.

B: Group Work and Collaboration.....20%

The process of sharing and collaboration is essential to the development of skilled writers. The interaction with others refines the precision of a student's writing ability. Some activities that could be used to support this process are peer assessment, collaborative writing, etc.

Note: This course is not subject to any formal examinations.