

CREATIVE WRITING COURSE OUTLINE

- 1. Course Name: Creative Writing**
- 2. Course Number: 144**
- 3. Date Written or Revised: August 2008**
- 4. Prerequisites: N/A**
- 5. Level and Number of Credits: CPA Level, 5 Credits**
- 6. Grade Levels Offered To: Open to all students**

7. Course Description: Students will read and interpret a variety of poems and short fictional works by a variety of authors (classic to contemporary). Through reading and writing activities, students will gain a sound understanding of the elements of a poem, poetic techniques, and the various forms that a poem can take. Students will also master an understanding of the elements of fiction and apply this understanding to their own written creations. Students will be encouraged to submit at least two “perfected” pieces to *Calliope*, High Point’s Literary and Arts Magazine. Student projects will also include, but not be limited to, short dramas and children’s and young adult pieces. Aside from broadening students’ literary scope, helping them read with a critical eye, and exposing them to constructive criticism, this class will perhaps most importantly cultivate within them an aesthetic appreciation for the beauty of language. Students will participate in “rough draft workshops,” during which their writings will be read, discussed, proofread, and critiqued by fellow classmates and the teacher. In place of a traditional exam, students will be required to create and present a multi-faceted portfolio.

High Point Regional High School’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

8. Course Goals and Objectives: The student will...

- recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
- read and interpret a broad range of poetry and short fiction;
- gain a sound understanding of the elements of poetry and prose;
- compose a variety of written responses for different purposes and audiences;
- use a constructive approach to critique his/her own work, as well as work by his/her peers;
- organize, prepare, and present spoken presentations clearly and expressively;

- collaborate by sharing ideas, examples and insights, productively and respectfully in informal conversations/discussions;
- cultivate an appreciation for the aesthetic nuances of language in all its forms;
- connect writings to significant personal, social, and cultural contexts;
- use a variety of analytical operations in the listening process;
- work within the classroom guidelines, policies and procedures set forth by the instructor; and
- take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

9. Core Curriculum Content Standards addressed: 3.1 (Reading); 3.2 (Writing); 3.3 (Speaking); 3.4 (Listening); 3.5 (Viewing/Media Literacy)

10. Materials:

Teacher-generated handouts

Art supplies

Teacher and student blog pages

11. Evaluation Tools:

- a. Measures of student progress: completion of homework/rough drafts/journals/final drafts/projects; participation in class discussion/editing/critiques/readings; development of personal style; evidence of growth from September-June; student self-assessments completed each marking period
- b. Measurement of effectiveness of this course: teacher reflection, student success/growth recognized in writing, critical reading, participation, development of personal style
- c. CW midterm – Portfolio Project
- d. CW final exam – Class-wide Anthology

12. Course Policies: ACADEMIC INTEGRITY

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.

- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

13. Course Policy: N/A

14. Units

FIRST SEMESTER: POETRY

*18 weeks**

Unit I: Foundational Activities (2 weeks)

Introduction to classroom standards (workshops, peer conferencing, blogging, reading days, etc.)
 Collaborative creation of classroom philosophy
 Introduction to the writer's notebook
 Introduction of writing glossary and basic skills
 Community building

Unit II: Exploring Poetry (16 weeks)

Reading, analysis, and discussion of classic and contemporary poetry

**Sample authors: Taylor Mali, Charles Simic, Naomi Shihab Nye, Wallace Stevens, Diane Lockward, Langston Hughes, Lucille Clifton*

Writing (and other) activities to expose students to a variety of poetic forms and techniques

**Sample assignments: perspective poetry, personification poetry, Cliché Wars, guided free-writing, found poetry, exercises from Voice Lessons and Discovering Voice by Nancy Dean*

Special Projects

Making Connections: Poetry and Fine Arts

On Silence: Poetry of the Holocaust

Separate but Equal: Music and Poetry

National Violence Prevention Month Writing Project

*Submission of at least ONE polished piece to *Calliope*, High Point's Literary and Arts Magazine (*students may or may not choose to have their work represented)

Special Activities (subject to change)

Potential field trips: Geraldine R. Dodge Poetry Festival (every other year - even), Warren County Poetry Festival (every other year – odd), Sussex County Teen Arts Festival, art museum (coordinated in conjunction with the Fine Arts Department)

Visit from Lynn Panico's 4th grade pen-pals (pairing, sharing, and mentoring)

Guest speakers (when available)

Independent reading days

"Coffeehouse" poetry readings

"April Madness" poetry competition

SECOND SEMESTER: PROSE

18 weeks*

Unit I: Story Building: Elements of Prose (6 weeks)

What Makes Good Writing? - reading/analysis/explanation/discussion of short pieces/excerpts from a variety of authors

Sample authors: Sandra Cisneros, J.R.R. Tolkien, Stephen Chbosky, Kaye Gibbons, Harper Lee

Various activities (character analysis/development, point of view exercises, setting practice, dialogue creation, etc.) to apply understanding of prose elements to students' own writing

Sample assignments: Fifty-Five Fiction, one syllable prose, Character Olympics, group effort story, prompt sharing, guided free-writing, exercises from Voice Lessons and Discovering Voice by Nancy Dean

Unit II: Writing the Story (3 weeks)

Choosing a genre (young adult, horror, mystery, historical fiction, science fiction, etc.)

Setting/plot research

Drafting an original story
Discussion, oral/written critiquing
Editing/revision
Publication/sharing

Unit III: In Your Own Words: Writing the Personal Narrative (3 weeks)

Memoirs, personal narratives: assorted excerpts
Setting/plot research: memory map
Drafting a personal narrative
Discussion, oral/written critiquing
Editing/revision
Publication/sharing

Unit IV: Reading Roots: Writing the Children's Story (2 weeks)

Various levels of children's books/fairytales
Setting/plot research
Drafting a children's story
Discussion, oral/written critiquing
Editing/revision
Publication/sharing

Unit V: Drama, Drama, Drama: Writing the One Act Play (2 weeks)

Plays, films: assorted excerpts
Discussion, oral/written critiquing
Performance of a short drama (and/or comedy) of students' choice
Collaborative creation, revision, and performance of original one act plays

Unit VI: Independent Study: Masterpiece (2 weeks)

Student work (free choice)
Discussion, oral/written critiquing
Editing/revision
Publication/sharing

Special Projects/Activities

*Submission of at least ONE polished piece to *Calliope*, High Point's Literary and Arts Magazine (*students may or may not choose to have their work represented)
Co-curricular connections (with Fine Arts Department and/or Special Education Department)
Poetry Vacation
Sharing of original children's stories with local elementary school or daycare center

Evaluation/Assessment (for both semesters)

Grades will be determined by using a combination of the following assessment tools:

Individual/group project assessment

Writer's Notebook assignments (every other week)

SELF EVALUATIONS - distributed to students before progress reports each marking period

TEACHER EVALUATIONS - completed by teacher at the end of each marking period

Both evaluations are based on the following criteria:

Completion of in-class work

Completion of homework (journals, rough drafts, additional assignments, etc.)

Final drafts handed in (on time) /quality of final drafts (typed, neatly organized)

On-task/appropriate classroom behavior

Attitude/accountability

Productivity in a pair/group

Overall participation (reading, discussion, peer review, etc.)

Overall effort

Overall quality of classroom performance

Willingness to grow

Midterm Exam: Individual Poetry Portfolio

Final Exam: Cumulative Class-wide Anthology

****Throughout the course of the year, poetry and prose assignments will be mixed in order to provide variety and fresh perspectives on writing. Regardless of the placement of specific assignments, students will still be exposed to approximately one semester of poetry and one semester of prose.***

15. References:

Classroom library containing a variety of poetry and prose pieces (excerpts, novels, anthologies, collections, etc.) from contemporary and classic authors

Risking Intensity

Voice Lessons

The English Teacher's Companion

The Poet's Pen

Writer's Block

Metro: Journeys in Writing Creatively

The Creative Writing Guide

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School

Steering the Craft

Three Genres

Writing Poetry with High School Students

(and other relevant texts)

Teacher website:

http://www.hpregonal.org/departments/english/hstrout/Creative_Writing_Page.html

Teacher blog: <http://www.msstroutscw.blogspot.com>