

Creative Writing Workshop

Curriculum Guide

- 1. Course Name: Creative Writing Workshop**
- 2. Course Number: 146**
- 3. Date Written or Revised: Revised August 2008**
- 4. Prerequisites: Creative Writing**
- 5. Level and Number of Credits: CPA Level, 5 Credits**
- 6. Grade Levels Offered To: 10-12**

7. Course Description: This course is a class specifically designed for the serious writer who has successfully completed Creative Writing and wishes to deepen his/her knowledge and appreciation of the craft. Students will be involved in the focused reading, analysis, and creation of varying works of poetry and prose. They will participate in and facilitate revision workshops, engage in long and short term writing assignments, and complete a variety of multi-faceted independent study projects. Students who choose this elective must be committed, highly motivated writers who have a true passion for language and all its possibilities.

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 prose;
- utilize 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;
- continue to cultivate an appreciation for the aesthetic nuances of language in all its forms;

- share his/her appreciation for language with the larger community;
- 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. Unit Title: *Creative Writing Review, Theme-Based Units, Group Teaching Projects, Independent Study, Personal Anthology, and Literary Service Project* – 180 days

a. Unit Goal(s):

- To review relevant topics such as structure, punctuation, how to read a poem, how to conduct an effective peer editing workshop, how to conduct an effective poetry reading/critique session, elements of fiction and drama, literary techniques, etc.
- To continue to promote sensitivity toward the reality of a diverse classroom setting
- To reduce students' anxiety about and self-censorship of their writing
- To deepen students' awareness of/appreciation for classic and contemporary writing
- To expand students' capacities to become lifelong readers and writers
- To empower students to direct their own learning and inspire one another
- To create a forum whereby students can share their love of writing with the larger community
- To provide students the opportunity to explore and create their own writings in the genre(s) of their choosing
- To connect students' writing to personal, social, and cultural experiences
- To set and achieve personal writing goals
- To create a community of writers who guide one another through the creative process
- To compile a new body of work to add to students' personal portfolios
- To share and celebrate students' personal and collective writing accomplishments
- To continue to cultivate a deep appreciation for language

b. Unit Objectives: The Student will...

- Read, discuss, analyze, and create a variety of poetry and prose pieces;
- Participate in a wide variety of (independent and cooperative/long and short-term) classroom activities that involve reading, writing, oral, audio-visual, artistic, and reflective experiences;
- Develop confidence in her/his work by participating in and facilitating revision workshops, cooperative learning experiences, oral presentations, and small/large group readings;
- Share his/her love of writing with a wider audience of school/community members;

- Increase her/his sensitivity toward language, others= writing, and her/his own personal growth: as a writer, a listener, a critic, a speaker, and a contributing thinker.

c. Integration of Technology: PowerPoint presentations, usage of ELMO, teacher-created blog page, student-created blog pages, word processing, multi-media-based student-generated projects

11. Sample Assignments (At the workshop level, students may choose in which genre they prefer to work – poetry or prose):

Introductory Activities – For the first several weeks of class, students will review important concepts from Creative Writing. We will also engage in a variety of community-building activities (such as poetic correspondence) to create a comfortable and supportive environment. Students will begin trying out some of their own writing prompts which will be used to generate rough drafts. A major focus will be on the possibilities of words (Word Meditation writings).

Activities for review of workshops, peer conferencing, reading days, etc.

Collaborative creation of class philosophy

Word Meditation writings

Poetic Correspondence

Student-generated free-writing

Theme-Based Mini-Units – Students will engage in a variety of reading, writing, oral, audio-visual, critical, and artistic experiences based on the following “big ideas.” Each mini-unit will involve a motivator (for example, in “Connecting to the Body,” two student dancers perform for the class, we are visited by a black belt martial artist, and we have a class arm-wrestling competition to connect to a variety of physical experiences), discussion, close reading of example pieces, writing prompts, independent and collaborative drafting, small and large group critique sessions, blogging, lab time, and reading.

Physical, Mental, Spiritual: Connecting to the Body

Shades of Green: The Natural World

He Said, She Said: Gender Issues

Generations: History and Memory

Overdue Thanks: Tribute to the Everyday Hero

Humanity’s Favorite Abstraction: Love

Group Teaching Projects – In small groups, students will choose one of the following “big ideas” and teach it to the class. They must come up with a unit of study to fill six days. Units must include a creative introduction to the topic, example pieces, discussion questions, writing prompts, opportunities for critique, etc.

Color, Sound, and Motion: The Unnoticed Backdrop

Speaking the Same Language: Celebrating Culture and Diversity

Personal, Public, Political: Conscience and Choices

Self and Others: Forging Authentic Personal Identity in the Context of Peers and Society

Independent Study – Students will independently choose a topic that has to do with any aspect of creative writing that personally interests them. They will perform extensive research on their topic, culminating in the creation of a multi-faceted project. Projects will be shared in an interactive fashion. Potential topics include the following:

- Careers in writing
- Elizabethan drama
- Contemporary playwrights
- 20th century female poets
- Slam poetry
- Young adult authors, past and present

Personal Anthology and Literary Service Project - By setting weekly writing goals for themselves, students will create a body of new work based on topics of their own choosing. This work should be representative of their best writing and the growth experienced throughout the year. Students will also complete and finalize their literary service projects (begun in January as part of the midterm exam). These two efforts will involve both independent and collaborative components and will be presented during the final exam period. Potential literary service project ideas are as follows:

- Conducting a writing workshop for elementary/middle school students
- “Drive-by” Poetry
- Facilitating an open mic/coffeehouse event at a local venue
- Neighborhood Poetry Crusaders

The assignments listed are representative of the types of assignments student will complete throughout the unit. Additional readings and writings, class activities and projects will also be completed.

12. Additional Materials:

Teacher-generated handouts

Relevant music (for example, “When I Was a Boy,” by Dar Williams – to begin the mini-unit on gender)

Teacher and student blog pages

13. 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. CWW midterm exam –
Part I (REQUIRED) - *Literary Service Project*
Part II (REQUIRED) – *Zine Creation*
Part III – *Writer’s Choice*
- d. CWW final exam

14. 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.

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

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.hpregional.org/departments/english/hstrout/Creative_Writing_Page.html

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

16. Location of the infusion of technology and the workplace readiness skills within the curriculum:

Optional Elements

1. Possible field trips or other educationally appropriate activities:

Geraldine R. Dodge Poetry Festival (even years)

Warren County Poetry Festival (odd years)

Sussex County Teen Arts Festival

NJ State Teen Arts Festival (when applicable)

Guest speakers (when applicable)

Workshops/Readings at Wantage Library

Poetry Slams

Submission of work to *Calliope*

Co-curricular connections with Fine Arts and Special Education departments (when applicable)

2. Community Involvement:

Opportunities for collaboration with the Wantage Library
Pen-pal sharing with Lynn Panico's fourth grade class at the Wantage School
Visitation by Lynn Panico's fourth grade class
Celebration of National Poetry Month (April)
Gift of Poetry Project (poem posting throughout school during December)

- 3. Other resources, supplemental readings, provisions for different styles of learning, provisions for differentiated instruction:** mentioned throughout guide
- 4. Opportunities for Exceptional Learner:** mentioned throughout guide