

CREATIVE WRITING WORKSHOP

Course Outline

- 1. Course Name: Creative Writing Workshop**
- 2. Course Number:**
- 3. Date Written or Revised: Revised July 23, 2009**
- 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. Additional Materials:

Teacher-generated handouts (including sample pieces for all units, writing prompts, discussion questions, etc.)

Poetry on CD - *Conviction* by Taylor Mali (“Falling in Love is Like Owning a Dog,” “Seventh Grade Viking Warrior”); *If You Lived Here, You’d Be Home by Now* by The Nields (“Barbie Poem”)

Music: “When I Was a Boy” by Dar Williams; “Judas” by Antje Duvekott; “The Babysitter’s Here” by Dar Williams

Film: *Dead Poet’s Society*; relevant audio-visual clips from YouTube and other sources

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. CWW midterm exam –

Part I - *Literary Service Project Proposal*

Part II – *Zine Creation*

Part III – *Research Project {Students must independently choose a topic that has to do with any aspect of creative writing that personally interests them (ex: careers in writing, Elizabethan drama, contemporary playwrights, 20th century female poets, spoken word poetry, etc.). They will perform extensive research on their topic, culminating in the creation of a multi-faceted project that will be shared during the midterm exam period.}*

- d. CWW final exam –

Part I – *Literary Service Project Report (with visual and written evidence)*

Part II (whole class effort) – *Class Favorites Project*

Part III – Independent Study 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

Unit I: Foundational Review (2 weeks)

Review of classroom standards (regarding workshops, peer conferencing, blogs, reading days, etc.)

Collaborative creation of classroom philosophy

Student contributions: individual input to shaping the year

Introduction to independent writing conferences (every other week)

Community building

***Unit II: Words, Words, Words (3 weeks)**

A) Word Meditation

B) Poetic Correspondence

***Unit III: Theme-based “Mini Units” (25 weeks)**

A variety of reading, writing, oral, audio-visual, critical, and artistic experiences that focuses on the following “big ideas”:

A) Physical, Mental, Spiritual: Connecting to the Body

B) Shades of Green: The Natural World

C) He Said, She Said: Gender Issues

D) Generations: History, Family, and Tradition

E) Overdue Thanks: Tribute to the Everyday Hero

F) Humanity’s Favorite Abstraction: Love

G) Public, Private, Secret: Exploring Layers of Identity

H) Field Trips: Places, Settings, and Locations

*At the Workshop level, students may choose in which genre they wish to work for each given theme: poetry, prose, or a combination of the two.

Unit IV: Group Teaching Units (2 weeks)

Students, in small groups, will craft short units of study for the whole class based on the following themes:

A) Color, Sound, Motion: The Unnoticed Backdrop

B) Personal, Public, Political: Social Consciousness and Choices

C) Storymaking: Art, Literature, Music, and Mythology

Unit V: Personal Anthology & Literary Service Project – Final Exam (4 weeks)

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. In addition to this task, using MovieMaker or some comparable technology, students will collaboratively create a Class Favorites project. Each student must select 3-5 pieces of his/her best work from the year. Each student's work will be evaluated and voted upon by all class members. The final piece(s) selected will be practiced and recorded. Eventually, all student contributions will be gathered into a multi-media presentation, burned to CD for each individual, and posted on our class blog. Students will also complete and finalize their literary service projects (begun in January). These efforts will involve both independent and collaborative components and will be presented during the final exam period.

Special Activities

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 (in conjunction with the Fine Arts Department)

Participation in World Peace Day Festival (when applicable)

Participation in Work in Progress (when applicable)

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

Poetry Slams

Gift of Poetry project (poem posting throughout school building)

Collaboration with county venues (the Wantage Library, the Book Cellar) for open mics and teen programming

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 (when available – with Fine Arts Department and/or Special Education Department – i.e. nature writing with Erin Meyers' Fine Art Sculpture class)

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

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