

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559)683-4667

COURSE TITLE: CREATIVE WRITING
DEPARTMENT: ENGLISH

REQUIREMENT SATISFIED:

High School:	Elective	Model Curriculum Standards:
State College:		Frameworks:
UC Approved:		

GRADE LEVEL: *9-12 LENGTH OF COURSE: Year CREDITS: 10

PREREQUISITE: Grade of "C" or better in previous English Class, and/or teacher recommendation, and/or submission of writing samples for teacher evaluation. *Grade 9 by teacher approval.)

INSTRUCTIONAL MATERIAL:

Recommended Teacher Resources:

Creative Writer's Handbook. Philip K. Jason and Allan B. Lefcowitz.. Prentice Hall, 1994
Our Private Lives: Journals, Notebooks and Diaries. Daniel Halpern. Ecco, 1988
Patterns of Poetry: An Encyclopedia of Forms. Miller Williams. Louisiana State University Press, 1986
The Poet's Companion, Kim Addonizio and Dorianne Laux. W. W. Norton & Co., Incl, 1957
Rhyme's Reason, rev. ed. John Hollander. Yale University Press, 1989
The Art of Fiction: Notes on Craft for Young Writers. John Gardner. Vintage Press, 1991
Creating Short Fiction. Damon Knight. *Writer's Digest*, 1985
The Passionate, Accurate Story. Carol Bly. Milkwee Editions, 1990
Writing Fiction: A Guide to Narrative Craft, 3rd ed. Janet Burroway. HarperCollins, 1992
Art of Screenwriting. William Packard. Paragon House, 1987
Complete Book of Scriptwriting. J. Michael Straczynski. *Writer's Digest*, 1982
How to Write a Play. Raymond Hull. *Writer's Digest*, 1983
Playwriting: How to Write for the Theatre. Bernard Grebanier. Harper & Row, 1979
The Screenwriter's Workbook. Syd Field. Dell, 1984
Revising Fiction: A Handbook for Writers. David Madden. Penguin/Plume, 1988

Ready access to the following reference materials:

An Unabridged Dictionary
Webster's Ninth New Collegiate Dictionary
Harper Dictionary of Contemporary Usage

The Penguin Rhyming Dictionary
Words to Rhyme
Roget's International Thesaurus
World Almanac and Book of Facts. Newspaper Enterprises Association, published annually
Bartlett's Familiar Quotations, 16th ed. Edited by John Bartlett and Justin Kaplan. Little, Brown, 1992

COURSE DESCRIPTION:

This course is designed to help students develop their writing abilities through exploration of a variety of creative writing genres: poetry, fiction, playwriting, screenwriting, and creative nonfiction. Students will explore and improve their use of the intricacies of language. They will attempt to understand and put into practice the conventions, forms, and literary devices used by effective poets and authors.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
<u>Semester One</u>		
I. The Writer's Concerns		
A. Thinking and Working As a Writer		
1. Attitude		
2. Work habits		
3. Exercises, readings, and discussion	Reading 9-10 2.5, 2.5 Writing 9-10 2.2 a-b Listening/Speaking 9-10 1.1 2.4 a-b	1,2,3,5
B. Keeping a Journal		
1. Why bother?		
2. Starting the Journal		
3. What to write		
4. Exercises, readings, and discussion	Reading 2.4, 2.5 Writing 2.2 a-b Listening/Speaking 1.1, 2.4 a-b	1,3
C. Starting a Working Portfolio		
1. What it is		
2. How to manage it		
3. Rubric(s)		
D. Writing Groups		
1. What they are		
2. How to organize and be productive		1,2,3,5
E. Where Do Ideas Come From?		
1. Writers' subjects (Readings and discussion)	Reading 2.4,2.5 Writing 2.2 a-b Listening/Speaking 1.1, 2.4 a-b	1,3
2. Transforming experience into art The magic of the commonplace (Readings, discussion, exercises)	Reading 2.4,2.5 Writing 2.2 a-b Listening/Speaking 1.1, 2.4 a-b	1,3

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
<p>3. Studies and explorations of creativity (Readings, discussion, exercises to enhance creativity.)</p>	<p>Reading 2.4,2.5 Writing 2.2 a-b Listening/Speaking 1.1, 2.4 a-b</p>	<p>1,3</p>
<p>F. Learning to Use Language</p>		
<p>1. Accuracy 2. Precision 3. Concreteness 4. Appropriateness 5. Idiomatic usage 6. Figures of speech 7. Style The varieties of style; from Shakespeare to Poe to Hemingway to Beckett, to Vonegut 8. Exercises and readings</p>	<p>Reading 1.1, 1.2 2.4,2.5 3,11, 3.12 Writing 1.2, 1.9, Written and Oral Language Conventions 9-10 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-b</p>	<p>1,3</p>
<p>G. Point of View / Artistic Perspective</p>		
<p>1. What it is 2. Making a decision 3. Consequences 4. Exercises and readings</p>	<p>Reading 2.4,2.5 3.7, 3.9 Writing 1.9, 2.1 a,e Written and Oral Language Conventions 9-10 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-b</p>	<p>1,3</p>

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	
H. Inventing and Researching		
1. Imagining		
2. Beginning with facts		
3. Research and field work		
4. Exercises and readings	Reading 2.4, 2.5 Writing 1.3, 1.4, 1.5 Listening/Speaking 1.1	1,3,4
II. Writing as a Poet		
A. The elements of poetry		
1. Line and meter		
2. Lines and rhymes		
3. Lines and free verse		
4. Imagery	Reading 2.4, 2.5, 3.7, 3.8, 3.11 Writing 1.1, 1.2, 1.9 Written and Oral Language Conventions 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-d	1,3
5. Sound patterns		
6. Exercises and readings		
B. Practicing poetry		
1. Imitation		
2. Recasting		
3. Writing assignment of specific types of poems		
4. Readings	Reading 2.4, 2.5, 3.7, 3.8, 3.11 Writing 1.1, 1.2, 1.9 Written and Oral Language Conventions 9-10 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-d	1,3
C. Practicing writing - conventional to unconventional; metered verse to free verse		
	Reading 2.4, 2.5, 3.7, 3.8, 3.11 Writing 1.1, 1.2, 1.9 Written and Oral Language Conventions 9-10 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-d	1,3

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

Assignment

Course Content/Objectives:

Standards

Addressed:

ESLRS:

III. Writing Creative Non-Fiction

A. Identifying subject

1. Conflict
2. Story elements
3. Theme / Purpose
4. Practice writings
(personal narratives / essays)

Reading 1,3
3.3, 3.4, 3.6. 3.8
3.9, 3.10, 3.11
Writing
1.1, 1.2, 1.9, 2.1 a-e
Written and Oral Language Conventions
1.2, 1.3, 1.4
Listening/Speaking
1.1, 2.4 a-d

IV. Writing as a Fiction Writer

A. The Nature of Fiction

1. Plot
2. Setting
3. Characterization
4. Exercises and readings

B. Narration

1. Exposition
2. Flashbacks
3. Scene
4. Verisimilitude
5. Exercises and readings

C. Practice writing - short story,
novella

Reading 1,3
3.3, 3.4, 3.6. 3.8
3.9, 3.10, 3.11
Writing
1.1, 1.2, 1.9, 2.1 a-e
Written and Oral Language Conventions
1.2, 1.3, 1.4
Listening/Speaking
1.1, 2.4 a-d

Semester Two

I. Writing as a Playwright / Screenwriter

A. The Elements of Drama

1. Storytelling
2. Characters and presentation of same
3. Character development
4. Setting
5. Exercises and readings

B. Dialogue

1. Principles
2. Common errors
3. Exercises and readings

C. Problems

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
1. Contradictions 2. Interruptions 3. Long speeches 4. Pauses 5. Accents and dialect	Reading 3.3, 3.4, 3.6. 3.8 3.9, 3.10, 3.11 Writing 1.1, 1.2, 1.9, 2.1 a-e Written and Oral Language Conventions 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-d	1,3
D. Screenwriting 1. Screenplay format 2. Special features and requirements 3. Practice writing - radio, television, movie, stage, readers' theater	Reading 3.3, 3.4, 3.6. 3.8 3.9, 3.10, 3.11 Writing 1.1, 1.2, 1.9, 2.1 a-e Written and Oral Language Conventions 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-d	1,3
II. Peer Editing/Revision Groups A. Purpose B. Organization	Listening/ Speaking 1.1, 2.4 a-d	1,2,3, 5
III. Writing Genres Revisited A. Writing as a Poet -- Problems 1. Diction 2. Anonymous voice 3. Abstractions 4. Unintentional humor, diction 5. Ineffectual line breaks 6. Exercises and readings 7. Revision of work in Working Portfolio	Reading 2.4, 2.5, 3.7, 3.8, 3.11 Writing 1.1, 1.2, 1.9 Written and Oral Language Conventions 1.2, 1.3, 1.4 Listening/Speaking 1.1, 2.4 a-d	1,3

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

Assignment

Standards

Course Content/Objectives:

Addressed:

ESLRS:

B. Writing Creative Non-fiction

1. special issues

a. How much truth? Liberties with fact and memory.

b. Use of fiction techniques in non-fiction

c. Other special issues

2. Revision of work in Working Portfolio

C. Writing as a Fiction Writer-Problems

1. Needless complications

2. Misuse of dialogue

3. Deus ex machina

4. Descriptive clutter

5. Exercises and readings

6. Revision of work in Working Portfolio

Reading 1,3

3.3, 3.4, 3.6. 3.8

3.9, 3.10, 3.11

Writing

1.1, 1.2, 1.9, 2.1 a-e

Written and Oral Language Conventions

1.2, 1.3, 1.4

Listening/Speaking

1.1, 2.4 a-d

D. Writing as a Playwright or Screenwriter

1. Special issues and format requirements

2. Revision of Work in Working Portfolio

Reading 1,3

3.3, 3.4, 3.6. 3.8

3.9, 3.10, 3.11

Writing

1.1, 1.2, 1.9, 2.1 a-e

Written and Oral Language Conventions

1.2, 1.3, 1.4

Listening/Speaking

1.1, 2.4 a-d

IV. Publication

A. Preparation

1. Revision again

2. Mechanics

3. Manuscript Form

B. Finding a publisher

C. In-house publication

1. School Student Literary Magazine

2. Class Student Literary Magazine

3. Portfolio Presentation

Reading 1,3,4

3.3, 3.4, 3.6. 3.8

3.9, 3.10, 3.11

Writing

1.1, 1.2, 1.8, 1.9, 2.1 a-e

Written and Oral Language Conventions

1.2, 1.3, 1.4

Listening/Speaking

1.1, 2.4 a-d

CREATIVE WRITING

COURSE INFORMATION

PAGE 8

DISTRICT/STATE CONTENT STANDARDS ADDRESSED

Reading (Grades 9-10):

Word Analysis, Fluency, and Systematic Vocabulary Development (Grades 9- 10).

1. Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
 - 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
 - 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
 - 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word "narcissistic" drawn from the myth of Narcissus and Echo).

Reading Comprehension - Focus on Informational Materials (Grades 9-10).

2. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades 9 through 12 (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and on-line information. In grades 9 and 10, students make substantial progress toward this goal.
 - 2.1 Analyze the structure and format of functional workplace documents including the graphics and headers, and explain how authors use the features to achieve their purposes.
 - 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
 - 2.3 Generate relevant questions about readings on issues that can be researched.
 - 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
 - 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
 - 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
 - 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which

the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Literary Response and Analysis (Grades 9-10).

3. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades 9 through 12 illustrate the quality and complexity of the materials to be read by students.
 - 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
 - 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
 - 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
 - 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
 - 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
 - 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
 - 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
 - 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
 - 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
 - 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
 - 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
 - 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach).

Writing (Grades 9-10):

Writing Strategies (Grades 9-10).

1. *Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.*
 - 1.1 *Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.*
 - 1.2 *Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.*
 - 1.3 *Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.*
 - 1.4 *Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).*
 - 1.5 *Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).*
 - 1.6 *Integrate quotations and citations into a written text while maintaining the flow of ideas.*
 - 1.7 *Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).*
 - 1.8 *Design and publish documents by using advanced publishing software and graphic programs.*
 - 1.9 *Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.*

Writing Applications - Genres and Their Characteristics (Grades 9-10).

2. *Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0*
 - 2.1 *Write biographical or autobiographical narratives or short stories:*
 - a) *Relate a sequence of events and communicate the significance of the events to the audience.*

- b) *Locate scenes and incidents in specific places.*
- c) *Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters: use interior*

monologue to depict the characters' feelings.

- d) *Pace the presentation of actions to accommodate changes in time and mood.*
- e) *Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.*

2.2 *Write responses to literature:*

- a) *Demonstrate a comprehensive grasp of the significant ideas of literary works.*
- b) *Support important ideas and viewpoints through accurate and detailed references to the text or to other works.*
- c) *Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.*
- d) *Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.*

2.3 *Write expository compositions, including analytical essays and research reports:*

- a) *Marshall evidence in support of a thesis and related claims, including information on all relevant perspectives.*
- b) *Convey information and ideas from primary and secondary sources accurately and coherently.*
- c) *Make distinctions between the relative value and significance of specific data, facts, and ideas.*
- d) *Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.*
- e) *Anticipate and address readers' potential misunderstandings, biases, and expectations.*
- f) *Use technical terms and notations accurately.*

2.4 *Write persuasive compositions:*

- a) *Structure ideas and arguments in a sustained and logical fashion.*
- b) *Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).*
- c) *Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.*

- d) *Address readers' concerns, counterclaims, biases, and expectations.*

2.5 *Write business letters:*

- a) *Provide clear and purposeful information and address the*

intended audience appropriately.

- b) Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c) Highlight central ideas or images.
 - d) Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a) Report information and convey ideas logically and correctly.
 - b) Offer detailed and accurate specifications.
 - c) Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d) Anticipate readers' problems, mistakes, and misunderstandings.

Written and Oral English Language Conventions (Grades 9-10):

1. Students will write and speak with a command of standard English conventions. The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.
 - 1.1 Identify and correctly use clauses (e.g., main and subordinate) phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
 - 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
 - 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph, and sentence structure, diction, and syntax.
 - 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
 - 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking Strategies (Grades 9-10):

1. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address", Martin Luther King Jr.'s "I have a Dream") to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).

CREATIVE WRITING
 COURSE INFORMATION
 PAGE 14

Speaking Applications - Genres and their Characteristics (Grades 9-10):

2. Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery

strategies outlined in Listening and Speaking Standard 1.0

2.1 Using the speaking strategies of grades 9-10 outlined in Listening and Speaking Standards 1.0, students will deliver presentations:

- a) Narrate a sequence of events and communicate their significance to the audience.
- b) Locate scenes and incidents in specific places.
- c) Describe with concrete sensory details the signs, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- d) Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:

- a) Marshall evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b) Convey information and ideas from primary and secondary sources accurately and coherently.
- c) Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d) Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e) Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f) Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:

- a) Prepare and ask relevant questions.
- b) Make notes of responses.
- c) Use language that conveys maturity, sensitivity, and respect.
- d) Respond correctly and effectively to questions.
- e) Demonstrate knowledge of the subject or organization.
- f) Compile and report responses.
- g) Evaluate the effectiveness of the interview.

2.4 Deliver oral responses to literature:

- a) Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b) Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

- c) *Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.*
 - d) *Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.*
- 2.5 *Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):*
- a) *Structure ideas and arguments in a coherent, logical fashion.*
 - b) *Structure rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).*
 - c) *Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.*
 - d) *Anticipate and address the listener's concerns and counterarguments.*
- 2.6 *Deliver descriptive presentations:*
- a) *Establish clearly the speaker's point of view on the subject of the presentation.*
 - b) *Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).*
 - c) *Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.*

OUTCOMES:

Students who enjoy creative writing will:

- *Develop an understanding of what it is to work like a writer*
- *Develop and reinforce critical thinking and problem solving skills*
- *Develop and reinforce oral and written communication skills*
- *Explore their creativity through a variety of written genres*
- *Experience the satisfaction of following a piece of work through the steps of inspiration, creation, and revision to submission and publication.*

CREATIVE WRITING
COURSE INFORMATION
PAGE 16

Students will:

- *Show an understanding of the importance of Journaling (keeping Chapbooks/Commonplace Books).*
- *Show an understanding of the importance of narrative point of view—how to select and write in a particular point of view and the consequences of such decisions.*
- *Show an understanding of the necessity to hone "word sense" by working to master the medium of language.*

- Write creative pieces demonstrating an understanding of the concepts introduced for each genre.
- Create personal writing portfolios of creative pieces in a variety of genres thereby demonstrating an understanding of the concerns of the poet, fiction writer, playwright, screenwriter, and author of creative non-fiction
- Demonstrate a maturing sense of the writer's craft by acting as contributing members of peer editing circles and writers' groups.
- Demonstrate a maturing ability to take and use criticism.
- Demonstrate a willingness to take on the role of self-editor.

INSTRUCTIONAL STRATEGIES:

- Teacher presentation
- Student presentation
- Class discussion
- Questioning techniques
- Group Activities
- Individual Instruction
- Visits and workshops by professional poets and writers
- Field trips to readings by professional poets and writers
- Exchanges with student writers from other high schools

STUDENT READING COMPONENT:

This course will require students to read a variety of creative works: poetry, short and long fiction, plays, screenplays, and creative non-fiction selections. The teacher-selected works will be chosen for their usefulness in providing examples of effective writing and in serving as models for writing exercises. They will include both professional and student work to demonstrate various levels of achievement. Students will select works from lists that are recommended for additional reading.

STUDENT WRITING COMPONENT:

Students will start and keep a writing journal (chapbook/commonplace book) and create a working writing portfolio and a presentation portfolio.

- In the writing journal students will record practice writings (the working out of parts or drafts of a piece of writing). They will record ideas for future writings. They will record quotations from readings and/or observations about and responses to reading selections.
- In the working portfolio, students will place all drafts of work done to produce the final version of poems, short and longer fiction, and plays.
- Students will do writing exercises and assignments that will develop their facility with language and their ability to write effectively in a variety of genres
- Students will select writing projects to take through a revision process with the goal of producing publication quality end products

For the presentation portfolio, students will sort through all their works and assemble the body of work most representative of individual maturation as a writer.

STUDENT ORAL COMPONENT:

There will be teacher and student-led class discussions on pieces of example writing. In addition there will be forms of "readers' theater" as students practice and demonstrate understanding of a variety of voices, points of view, characterization, meter, imagery, sound patterns, and dialogue. Finally, students will work cooperatively in peer evaluation and writing group sessions.

Students will conduct creative writing workshops and deliver readings and presentations for elementary and intermediate students.

ASSESSMENT:

- Performance based: Student Presentation(s), Group Work (Writing and Editing)*
- Journal, Essays, Research Reports*
- Working Portfolio*
- Presentation Portfolio (Rubric Assessment)*
- Quizzes and essay responses to readings*

4/07; 12/07