

**BA Creative Writing 10A and 10B**

**District Name:** Kamloops/Thompson

**District Number:** SD # 73

**Originally Developed by:** Eric Haffenden

**Edited and submitted by:** Jody Oetter

**Date submitted:** March 26, 2009

**School Name:** Beattie School of the Arts

**Principal's Name:** Michal Safek

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Creative Writing

**Grade Level of Course:** 10A/10B

Originally the course was offered as a single, 4 credit course. At Beattie School of the Arts - Pineridge it will be offered as two of the Fine Arts, 2 credit, minor courses. Students may take Creative Writing 10A in either grade 8 or 9, and take Creative Writing 10B in grade 9 or 10.

**Number of Course Credits:** 2/2

**Number of Hours of Instruction:** 60 hours + 60 hours

**Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** A class set of both dictionaries and thesauri is recommended.

**Course Synopsis:** This course has been designed to engage and encourage students in the process and skills necessary for formal creative expression in writing. Students learn to apply the context and traditions of the writing community to their own compositions and projects. Learning outcomes for the course are grouped under these curriculum organizers: Creativity and Communication, Stylistic Elements & Principles of Writing, Forms and Conventions of Writing, Contexts (Personal, Social, Cultural, Historical). The class supports a structured student autonomy and a studio-like atmosphere. The writing process is stressed rather than the writing product, however, students will have the opportunity to present their work, once each term, via a "coffee house". Guests will be invited to attend an evening of dessert, beverages and a selection of student readings.

**Rationale:** This course has been developed to give students an authentic experience with the vicissitudes of a creative process. Students learn to plan, draft, revise, and edit creative writing pieces. Students grapple with the capricious nature of creative energy, and come to realize that art is more a process than a product. The role of the teacher becomes one of being an editor and mentor for the developing writer, what I call the teacher-as-editor. The course allows students to express themselves creatively in writing, and by doing so, they will raise the standard of their written communications in general. This course also fosters the development of positive self attitudes and contributes to their appreciation and experience of the fine arts in society and their own lives.

Writing is a dynamic process in which skill and ability is built through practice and refinement of the craft. Units of study will be similar in 10A and 10B in terms of structure, but use different content. Specific content in terms of individual writing projects will depend partially upon interest level. If many of the students are interested in poetry, then more class time will be allotted accordingly.

**Organizational Structure:**

UNIT	TITLE	TIME
Unit 1	Creative Exploration	8 hours
Unit 2	Writing Processes	16 hours
Unit 3	Author's Craft	12 hours
Unit 4	Presentation & Publication	18 hours
Unit 5	Reflection & Revision	6 hours
	<b>TOTAL</b>	<b>60 hours</b>

## **Unit Descriptions:**

### **Unit 1: Creative Exploration**

**8 hours**

Creative Writing 10A: Students will practice and develop multiple techniques in enhancing creative output. The course begins with discussion about why people write, why writing is important, what differentiates good or effective writing from less effective writing. The students and teacher will share selections from favorite stories, poems, etc... Students will then practice exercises in free form writing, writing from pictures, and artifacts, and paired writing exercises in order that they build confidence in writing freely and creatively, and to build a community of writers.

Creative Writing 10B: Students will practice and develop multiple techniques in enhancing creative output. They will be given instruction in the psychological and neurological processes that affect creativity. In addition, discussions of the attitudinal and expectational level of creativity will be opened. Students will practice exercises in free form writing, webbing, mind mapping, and both colour and music association. These techniques will enable students to trust their creative powers better.

#### **Curriculum Organizer – Creating and Communicating**

*It is expected that students will:*

- demonstrate effective individual brainstorming strategies
- participate in a variety of creative exercises
- demonstrate the production of creative ideas for potential stories
- demonstrate multiple techniques of idea generation
- experience the mercurial nature of creative energy

#### **Curriculum Organizer – Stylistic Elements and Principles of Writing**

*It is expected that students will:*

- articulate the connections between creativity and writing production
- identify the techniques of idea generation

#### **Curriculum Organizer – Forms and Conventions of Writing**

*It is expected that students will:*

- demonstrate an ability to transfer raw ideas into draft forms of writing
- shape creative ideas into specific writing genres and forms
- keep a daily writing journal (freewriting)
- identify the creative bases of conventional samples of writing.

#### **Curriculum Organizer – Contexts (Personal, Social, Cultural, Historical)**

*It is expected that students will:*

- demonstrate an awareness of self vs. the narrator

## **Unit 2: Writing Processes**

**16 hours**

### 10A and 10B

Students will become familiar with the steps involved in drafting writing pieces into artistic forms. They will be given instruction in the techniques for drafting, revising, and polishing their writing. In addition, they will be instructed in the discreet requirements for various forms of expression.

Students completing Creative Writing 10B will be expected to move beyond the level of writing produced in 10A. Additionally, they will have the choice of completing fewer, but more in-depth assignments than students who are completing the 10A course.

### **Curriculum Organizer – Creating and Communicating**

*It is expected that students will:*

- create novel ideas for creative pieces
- apply instruction techniques to form first drafts
- adapt ideas from a writing journal into draft form

### **Curriculum Organizer – Stylistic Elements and Principles of Writing**

*It is expected that students will:*

- use multiple drafts for major creative pieces
- identify the principles of writing that demand drafting
- adapt and emend their drafts to the recommendations of the teacher-as-editor

### **Curriculum Organizer – Forms and Conventions of Writing**

*It is expected that students will:*

- format writing pieces in accordance with the conventions of form
- demonstrate an ability to use computer technology for their formatting
- demonstrate an ability to use standard English

### **Curriculum Organizer – Contexts (Personal, Social, Cultural, Historical)**

*It is expected that students will:*

- describe the historical attributes of writing and society
- identify the connections between writing and cultural continuity
- develop and awareness of their audience in writing

### **Unit 3: Author's Craft**

**12 hours**

#### **Creative Writing 10A**

Students will learn the specific writing devices used by professional authors. They will have direct instruction in the principle devices, such as metaphor, simile, assonance, rhyme, rhythm, alliteration, oxymoron, etc. Students will both identify and apply these tools of writing to their own pieces. The effective use of certain devices will be modeled and discussed by a study of professionally written pieces as exemplars. Students will also have access to student written exemplars of these techniques being used effectively.

#### **Creative Writing 10B**

Terms taught in the first course will be reviewed in 10B. Students enrolled in 10B will have the opportunity to instruct others in the employment of the writing devices they have learned to use. Additional devices, not covered in 10A will be taught in 10B.

#### **Curriculum Organizer – Creating and Communicating**

*It is expected that students will:*

- demonstrate an ability to create fresh imagery, metaphor, etc.
- identify and avoid *cliché* passages

#### **Curriculum Organizer – Stylistic Elements and Principles of Writing**

*It is expected that students will:*

- incorporate the directly taught devices of writing into their drafts
- revise their writing style to reflect their audience and genre
- identify the modal and imagistic effects certain devices create

#### **Curriculum Organizer – Forms and Conventions of Writing**

*It is expected that students will:*

- choose writing styles and devices appropriate to various forms: poetic techniques for poetry, prose techniques for prose.
- reproduce the formats of certain poetic forms (i.e. sonnets) on the page.

#### **Curriculum Organizer – Contexts (Personal, Social, Cultural, Historical)**

*It is expected that students will:*

- identify the author's role in history and culture
- demonstrate an ability to separate author from narrator

## **Unit 4: Presentation and Publication**

**18 hours**

10A and 10B

Students will move toward the final drafts of presentation pieces that can showcase their efforts and talents. Students will compile a portfolio of their best pieces for publication status. Students will be given instruction in the processes of editing and revising. Students will have the opportunity to work one-on-one with the teacher-as-editor, in the process of refining and creating final drafts. The “coffee house” presentations, each term, will allow students the opportunity to share their work with a larger audience and provide an impetus for completing a quality final product.

### **Curriculum Organizer – Creating and Communicating**

*It is expected that students will:*

- choose a variety of pieces that highlight their artistic breadth
- demonstrate an ability to write in different genres

### **Curriculum Organizer – Stylistic Elements and Principles of Writing**

*It is expected that students will:*

- revise, edit and format finished pieces carefully
- adapt their style of writing to the audience and venue of presentation
- demonstrate growth in their stylistic choices on the page

### **Curriculum Organizer – Forms and Conventions of Writing**

*It is expected that students will:*

- identify, describe, and use the fundamental rules of grammar, punctuation, and usage that are appropriate to the form they are writing in.
- demonstrate an ability to manipulate language conventions for specific artistic effects
- use of a variety of language convention in their writing
- incorporate the directly taught conventions of publication into their final drafts

### **Curriculum Organizer – Contexts (Personal, Social, Cultural, Historical)**

*It is expected that students will:*

- take personal responsibility for meeting their deadlines
- articulate the importance of timeliness in culture and society
- develop organizational and planning techniques that facilitate effective time management
- apply time management techniques to their writing process

## **Unit 5: Reflection and Revision**

**6 hours**

Students will take time and be instructed on methods of reflection and review of their writing. Students will gain an understanding of how powerful applied reflection can be in developing artistic growth. Students will be asked to reflect and revise some pieces. Students will have opportunities to critique and review peer writing (and receive critiques and reviews from their peers of their own writing). The peer review cycle is a structured activity monitored by the teacher-as-editor. Students will be asked to directly reflect on the processes of creativity, writing, the author's craft in a summative way.

### **Curriculum Organizer – Creating and Communicating**

*It is expected that students will:*

- articulate opinions of other students' writings
- listen to and assimilate the reviews and opinions of others about their own writing

### **Curriculum Organizer – Stylistic Elements and Principles of Writing**

*It is expected that students will:*

- generate reviews and reflections that are consistent with the principles of good writing
- comment on the approaches to style that other authors make
- incorporate the critique of others into the critique of their own writing
- demonstrate objectivity in reflection and review

### **Curriculum Organizer – Forms and Conventions of Writing**

*It is expected that students will:*

- identify and comment on writing forms and conventions that need correction
- develop an ability to self-correct their own writing

### **Curriculum Organizer – Contexts (Personal, Social, Cultural, Historical)**

*It is expected that students will:*

- practice respectful approaches to the critique of others' work
- develop an ability to connect student writing to professional writing styles and genres
- receive peer critiques open-mindedly

**Instructional Components:**

- Direct instruction
- Indirect instruction
- Interactive (Peer) critique
- Independent instruction
- Modeling
- Brainstorming
- Group work
- Analysis of own and peer work
- Freewriting

**Assessment Components:**

Sixty percent (60%) of the grade will be based on the processes required to create effective creative writing pieces. This grade reflects the student's willingness to take risks artistically, to receive and attempt to apply newly learned writing concepts, and to demonstrate growth and skill acquisition.

Forty percent (40%) of the grade will be based upon the completion of specific writing projects, and the student's demonstration of effective time management and use of class time (meeting deadlines)

Formative vs. Summative:

<b>Type of Assessment</b>	<b>Category</b>	<b>Details</b>	<b>Weighting (%)</b>
Formative (45%)	Practical Applications Maintenance of a writing journal	Assignments	20%
		Exercises	10%
		Quizzes	5%
		Journal	10%
Summative (55%)	Performance Documentation	Projects	40%
		Reflection	15%
		<b>TOTAL</b>	<b>100%</b>



<b>Performance Methods</b>	<b>Personal Communications</b>	<b>Other</b>
<ul style="list-style-type: none"> <li>• Project exploration</li> <li>• Journal completion</li> <li>• Projects</li> <li>• Presentation of completed works</li> </ul>	<ul style="list-style-type: none"> <li>• scheduled teacher/student interviews</li> <li>• Daily freewriting</li> <li>• Self evaluation</li> <li>• Peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Checklists</li> <li>• Criteria</li> <li>• Rubrics</li> <li>• Rating Scales</li> <li>• Evaluation scaffolds</li> </ul>

### **Learning Resources:**

- Teacher handouts & lecture notes
- Articles and sources related to creative writing on the internet

### **Additional Course Information:**

This is a new course based on a locally developed Creative Writing course. As the course has minimal physical requirements and does not require a textbook, it is readily portable to any school. The locally developed course has been successfully offered at Barriere Secondary for several years, and has been delivered by two separate teachers.

### **Bibliography:**

Board/Authority Authorized Courses: Requirements and Procedures Ministry of Education, Province of British Columbia, 2003.

English Language Arts 8-10 Integrated Resource Package. Ministry of Education, Province of British Columbia, 1996.

Fine Arts 8-10 Integrated Resource Package. Ministry of Education, Province of British Columbia, 1996.