

# Creative Writing

**Instructor:** Mr. Andrew Giddings

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## CLASS OUTCOME

- To become writers who are able to see the world in unique ways and express what they see to others in various creative forms.

## LEARNING TARGETS:

1. To understand the role of form and structure in creative writing
  - Students will experiment with various poetic and prose forms and approaches
2. To appreciate and model good writing
  - Students will find examples of creative writing and present those examples to the class, analyzing and highlighting the required textual features
  - Students will emulate the style of various writers, developing the ability to produce more sophisticated writing
3. To develop a distinctive creative voice
  - Through experimenting with various forms, genres, and imitations, students will discover what feels authentic to them and what does not
  - Students will demonstrate their voice through a portfolio of their best revised work
4. To develop skills in critiquing others writing and accepting and using criticism productively
  - Students will work in writing groups to improve their own and others' writing
  - Students are expected to have writing assignments ready for writing group days or they forfeit a participation grade and sabotage their own and others' learning process

## EXPECTATIONS:

You are expected to learn, respect, and risk. To be a valuable member of society you need to be a contributing member to the community. You will succeed both in this class and in your future by collaborating and investing in each others' success.

Many times students expect Creative Writing to be an easy A. If that is you, you are in the wrong place. Writing well creatively is often more difficult than writing persuasive or expository essays well as it requires a finer command of the language. Please do not mistake creativity and lightheartedness for a free pass. If you do, you will be disappointed in your grade. Take note of the grading policy.

## CLASSROOM RULES

1. Arrive on time and be in your seat with all materials
2. Respect the speaker by staying seated and listening (total focus) to them
3. Keep hands, feet and objects to yourself
4. Cell phones and various types of portable music players must be turned off and kept out of sight per school policy
5. No food or drink (However H2O is encouraged)

## CONTENT SUMMARY

The class will focus on writing and reading creative pieces. We will examine poetry and short story forms and create examples of those forms. Students will work toward creating a polished portfolio of their best work.

It's not what you look at that matters, it's what you see.  
 - Henry David Thoreau

## GRADING SYSTEM

You will assess yourself based on your overall participation in this class. In order to pass the class, each person must turn in every major assignment and assemble a writing portfolio at the minimum level.

	CRITERIA FOR GRADES
Professional	<ul style="list-style-type: none"> <li>• Is in class at least 95% of the time (missing a max of 5 days of class)</li> <li>• Fully participated in all activities and completes all assignments to the highest expectation level and on time at the beginning of class</li> <li>• Regular contributor to discussions – adds substantially to the class</li> <li>• Supportive group member and helps build a positive learning community by sharing workload, supporting others, and following through</li> <li>• Consistently treats others with respect and consideration</li> <li>• Makes productive use of class time, never disrupts the learning opportunity of others</li> <li>• Offers constructive, detailed feedback during writing groups</li> <li>• Sets high goals for assignments, maintains complete and accurate records and self-evaluates performance regularly through a learning journal.</li> </ul>
Quality	<ul style="list-style-type: none"> <li>• Is in class at least 85% of the time (missing a max of 7 days of class)</li> <li>• Fully participated in all activities and usually completes all assignments at a high level with an occasionally assignment turned in at the end of the day.</li> <li>• Semi-regular contributor to discussions</li> <li>• Works well in groups</li> <li>• Consistently treats others with respect and consideration</li> <li>• Makes productive use of class time, never disrupts learning opportunity of others</li> <li>• Offers constructive feedback during writing groups</li> <li>• Sets goals for assignments and self-evaluates performance regularly through a learning journal</li> </ul>
Adequate	<ul style="list-style-type: none"> <li>• Might be absent as many as 10 days</li> <li>• Frequently participates in activities at the required level</li> <li>• Occasionally participates in discussion</li> <li>• Completes all assignments to the required level but is late on three or more assignments (you will not receive peer feedback if late on a writing group day)</li> <li>• Consistently treats other with respect and consideration, but may need to be reminded occasionally</li> <li>• Refrains from distracting others</li> <li>• Offers feedback during writing groups, but often piggybacks on the feedback of others</li> <li>• May have some difficulty with self-evaluation but maintains records through a learning journal</li> </ul>

There are two parts of your grade. Participation/behavior/effort is elaborated upon above. Conversely, the quality of your work is rated on the classic A-F scale using the percentages published in the Fife Student Handbook. This emphasis on behavior and initiative helps make up for the fact that creative writing is difficult to do well and, hopefully, helps build working habits that will serve you well in this class and in other projects you may attempt in the future.

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- Henry David Thoreau

**BEHAVIORS THAT RESULT IN FAILING THIS CLASS:**

**Work:** Turning in substandard work one week beyond due date as there will not be opportunities to redo at this point. Showing an inability to keep track of work – losing assignments and handouts.

**Interpersonal skill:** Disrupts learning of others, requires excessive supervision, and is not consistently respectful of others.

**Participation:** Sleeping during class, excessive absenteeism – 13 or more days out of class, or simply not participating when they are in class – of the previous to a level that the student is unable to complete the required projects

**Goal setting:** Unable to monitor own performance – relies on the teacher for a list of ‘missing assignments’

**Portfolio:** Failing to complete **all** aspects of the portfolio.

**CLASS GUIDELINES TO KNOW:**

1. If a paper is due on Friday, and you are sick at home, your paper is still due Friday.
2. Do not ask to use the bathroom within the first 30 minutes of class, unless you wish to take a tardy.
3. Come to class prepared. If you do not have paper, pen, or the required novel, I strongly suggest fixing the problem before class begins. Neither I or your classmates serve as a charity
4. This classroom is open seating, but if a class abuses this privilege, I will assign seating.

**BELIEF OF THE INSTRUCTOR**

Intellects develop in community discussion and debate through engagement and participation; intellectual laziness and disengagement only foster apathetic mediocrity.

I wish you the best of luck this semester. If you ever need extra help in my class, my door is always open.

If your parents have any questions, feel free to call or email me (I am better with email).

Best Regards,

*Andrew Giddings*

*Cut along the line and return the portion below the line.*

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**I understand the expectations outlined in the above letter for Creative Writing and will call/email Mr. Giddings with any questions or concerns.**

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**Printed Student Name**

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**Parent Signature**

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**Student Signature**

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**Parent Email**

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**Student Email**