Course Name: Creative Writing 1 (First Semester) and 2 (Second Semester)

Materials Needed:
- Composition notebook
- Loose-leaf paper or a spiral notebook
- Laptop
- Pens or pencils

Course Objectives:
- Learn the general principles behind all writing, and how they apply to creative non-fiction, fiction, playwriting, sequential art (graphic storytelling), poetry and any other forms students wish to explore.
- Read to models of different genres of creative writing in order to study author’s craft
- Write in multiple modes and genres
- Write using different organizational styles appropriate to the genre, topic and audience
- Write using different types of details appropriate to the genre, topic and audience
- Use the writing process to plan, draft, revise, and polish pieces of writing
- Study creativity itself: its definitions, processes, uses, including reading pieces by and about creative people and organizations

Semester 1: Creative Writing 1
- This semester we will focus on fiction writing as a class. Students will participate in writing a collaborative short story or novella, an individual short story. We will also be writing original children’s books for first grade students at Blue Lake Elementary! Students will also be given ample time to work on their own, students selected writing workshop pieces, and on long-form pieces over the course of the semester or school year.

Semester 2: Creative Writing 2
- Second semester will continue to focus on developing fiction writing including a chance to participate in National Novel Writing Month (NaNoWriMo). We will add playwriting and poetry as components. Students will also be given ample time to work on their own, students selected writing workshop pieces, and on long-form pieces over the course of the semester or school year.

Grading:
- Formative assignments (40% of average) are almost all Writer’s Notebook activities, include journals, exercises, and free-writes. These assignments are practice work for learning and growth of skills and thinking. My focus is on learning, not on point-gathering and grades. Learning Logs are mini-learning portfolios where students can explain what they have learned using samples of their own writing to demonstrate their learning.
- Summative assignments (60% of average) will include Writing Workshops of students’ own choosing, as well as major writing assignments in different genres, as well as written reflections on their writing. Class time will be given for all major assignments. Students will grade their own work and compare it to the teacher’s grade, settling on a final grade after a teacher-student conference.
Class Behavior
You can have a great class if everyone is in it to learn and is trying to make it run well. You can’t have a
great class based on rules – only an “in control” one. So I try very hard to make my class great. However,
if a student does not understand how to help the class, or isn’t in class to learn, I have the following rules
in place.

Rules:
Get to class on time, and prepared to learn. Get quiet when the bell rings and begin with the assigned
work on the front screen.
Be in class mentally and physically, and do not distract other students or the teacher from learning
activities. Avoid blurting out, having side-conversations during instruction, having your phone on, or out,
except during BYOT activities. Focus on what they class is doing.
Leave class as clean or cleaner than you found it, and try to remember what you learned.
Follow all school rules and policies.

I try very hard to understand when students have problems, to talk to students about why they may be
having difficulty in my class, and to solve problems without referrals. But if a student refuses to cooperate
with me, I will have to send the student to the office on a discipline referral. I will always make multiple
attempts to contact parents first.