Course Name: Creative Writing 3 (Year-long Honors course)

Course Objectives:
Students will:

- 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

Course Content:
All students in this course have completed the Creative Writing 1 and 2 semester electives and have chose to return to the class. Creative Writing 3 is a year long elective, and it is rostered in with the Creative Writing semester classes in period six.
Most formative work will be in the Writer’s Notebook in the form of various writing exercises. Students will be able to do new twists on old assignments, but I will also change assignments up at the request of students.
Summatives grades are mostly writing workshop pieces, and therefore completely up to the students. Some assigned formatives from the CW 1 and 2 classes may be completed by the CW 3 students with new conflicts and characters, or the assignments can be adjusted to new techniques they wish to experiment with this year. Adapting assignments will be a creative collaboration between the student and the teacher. The second quarter children’s book project is still available for Creative Writing 3 students who wish to participate.

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, 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 blurtting 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.