

Glendale Unified School District

High School

May 17, 2022

Department: English

Course Title: Creative Writing (Revision)

Course Code: 1361D

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved: N/A
(Y/N, Subject):

Course Credits: 5 credits

Recommended

Prerequisite: None

Recommended

Textbook: Writing From the Senses by Laura Deutsch
Shambhala Publications, Inc. First Edition/2014

After the End Teaching and Learning Creative Revision by Barry Lane,
Heinemann, a division of Reed Elsevier Inc., 1993.

Course Overview: The major purpose of this standards-aligned semester elective course is to provide opportunities to develop, extend, and refine the craft of writing. This course is designed for the enthusiastic writer. Students will develop their knowledge of the craft of writing by analyzing the characteristics of genres/sub-genres that are used in poetry, prose, novels, short stories, essays, and other genres in order to craft their own writing pieces. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Activities are geared to help writers develop a habit of writing, learn how to brainstorm ideas for writing, develop vivid

and concrete descriptions, explore character and plot development, and experiment with forms of fiction, memoir, and poetry. Students are expected to write and revise a minimum of ten academic compositions within the first semester.

Unit 1: Learning to Write/Personal Style/Individual Voice

First Quarter/10 Weeks: Students will produce five writing pieces, write a final project proposal, and make progress toward a final first chapter of a book or a complete short story of their chosen genre, which could include mystery, science fiction, memoir, young teen fiction, etc... Students will research their setting and genre in order to build competency. Students will seek mentor texts to guide their writing practice.

Students will complete frequent journaling in order to reflect on daily writing lessons, as they work toward developing skills to complete their culminating writing project. Students will begin to develop and seek to maintain the habit of writing in order to find their own voice/style. Initially, students will review the main elements of fiction (setting, character, conflict, point of view, denouement, and dialogue). Students will then engage in a series of exercises that focus on each of these elements specifically. These exercises will include a model story/mentor text to analyze for the specific element(s), and then an exercise in which the students apply their own knowledge. Students will engage in both individual writing exercises and group exercises.

Some of the writing pieces this quarter include a Thoreauvian personal narrative based on a firsthand experience in Nature/the park, a complaint/rant poem or paragraph, "Item from the Bag" writing activity, response to inspirational poems, and "The First Time" poem or paragraph.

The class will read various poets and essayists to serve as inspiration for the study of the following:

- Building relationships with trusted peers
- Characteristics of good writing
- Dialogue exercises
- Elements of Short Story
- Figurative Language
- Finding writing space and routines
- Humor in storytelling
- Imagery/Sensory Details
- Point of View
- Practice "showing, not telling"
- Punctuation usage as it relates to personal writing style/voice

Mentor Texts:

“Ground Swell” by Mark Jarman

“Memory Lapse” and “Now We Are Five” by David Sedaris

“Poem for Adlai Stevenson and Yellow Jackets” by David Young

Unit 2: Building Plot and Characters/Understanding the Writing Process and Revision

Second Quarter/10 Weeks: Students will produce five writing pieces, including an original first chapter, and outline of a book of their chosen genre, or a complete short story, which could include mystery, science fiction, memoir, young teen fiction, etc... Students will write the first chapter of a book or a short story using a character from a character profiling activity. First, students will choose one of their original characters and then draft a plot diagram of their story, solicit feedback from a peer on the "plot" of their story, then utilize this feedback to revise the plot. Once they have a solid plot structure and story, students will then draft the story incorporating fictional elements (clear exposition, conflict, effective dialogue that furthers the plot and develops character, and clear climax and resolution). Once the draft is finished, students will solicit feedback once again and then submit a final draft. Students will present their work to the class as a final writing project.

Some writing pieces this quarter include “Every Person Has a Story” interview and writing experience, a poem or paragraph on “Masks,” eavesdropping/dialogue activity and dramatization, children’s book activity, and the culminating first chapter or short story.

The class will read various poets and essayists to serve as inspiration for the study of the following:

- Building characters/character sketch
- Dialogue
- Influences of children’s literature
- Plot Style
- Precise language
- Publishing work – layout/design
- Reflective/narrative writing
- Revising and editing
- Setting
- Sharing writing pieces
- Story development
- Word choice/sentence structure

Mentor Texts:

“Adam’s Complaint” by Denise Levertov

“Strawberry Spring” by Stephen King

“The Empty House of my Brokenhearted Father” by Poe Ballantine

“The Tell-Tale Heart” by Edgar Allen Poe

Excerpts from Amy Tan’s *The Joy Luck Club*

Various works by Henry David Thoreau

Children’s Literature:

My Little House by Virginia Burton

Videos:

TED Talk by Andrew Stanton, Creative Director of Pixar - The Art of Storytelling

How to Carve a Bear, an analogy for revision

Focus Standards Reading Grades 10-12

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Writing Standards Grades 10/11/12

W1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W2.1 Write fictional, autobiographical, or biographical narratives: 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 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 temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

Listening and Speaking Grades 10-12

LS 2.1 Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Assessments:

- Character Sketch Project
- Culminating Writing Task Proposal
- Culminating final short story or first chapter of a book
- Journaling/Daily warm-ups and Writing Experiences
- Oral presentations and class discussions
- Peer Mark editing on www.turnitin.com

District Approved Texts and Instructional Resources

Other Instructional Resources:

- Reading/Language Arts Framework for California Public Schools
- Glendale Unified School District's English/Language Arts Instructional Guides, Grades 9-10, 11-12
- *Bird by Bird* by Anne Lamott
- *The Pocket Muse (Ideas and Inspiration for Writing)* by Monica Wood
- *The Pocket Muse 2 (Endless Inspiration for Writers)* by Monica Wood
- *Wild Mind: Living the Writer's Life* by Natalie Goldberg
- *Writing Down the Bones: Freeing the Writer Within* by Natalie Goldberg