



Creative Writing and Publishing 15, 25, 35

Teacher:	Room:	Email:
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Course Description:

Creative Writing and Publishing is a course where students can follow their writing interests and passions. Students will write in a variety of specific creative writing genres, and they are encouraged to experiment with new ideas and concepts in their writing. The emphasis on this course is not just writing, but the publishing of students' writing as well. Students will explore and learn about various writing markets, manage their portfolio process, and study a variety of published literature in a variety of genres. Reflection, conferencing, oral reading, editing, marketing, and publishing are all aspects of this course that all students will become familiar with. Five general outcomes serve as the foundation for the program.

Students will...*

- Create writing texts in a variety of ways
- Collaborate with peers and community
- Manage ideas and information
- Understand and evaluate the creative writing markets and submission process
- Manage their own portfolio process

*Adapted from the Alberta Program of Studies

Units of study:

Creative Writing and Publishing is divided into three main units: Short Stories, Poetry, and either Non-Fiction or Script Writing. Each unit will blend the genre topics with the editing and publishing techniques that contribute to building students' critical writing skills. All units lead to a Final Writing Project.

Assessment:

You will have many opportunities to practice and develop your skills and receive feedback and support. Then, you will have the opportunity to demonstrate your understanding of the material and demonstrate your skills as we work towards your mastery of the skills and the objectives of the course. Take advantage of all your opportunities in class. The class is set up to put significant responsibility for learning AND the power to control your own grade in your hands. Students must complete all assigned work, but at times may choose specific pieces for evaluation. Students will develop a process-portfolio to demonstrate their understanding of the curriculum and growth as learners.

Your "Final Project" is a piece you have created this semester that you are proud of. Perhaps you always wanted to write a book? Do you aspire to write a collection of poems or short stories? Consider this throughout the semester, as you will be spending a considerable amount of time on this project during the last month of classes. The following table outlines two types of evidence and assessment. In simple terms, think of FORMATIVE assessments as "practice" – the work is designed for you to learn new information, learn new skills, practice them, and "iron out the kinks". SUMMATIVE assessments are those assignments where you demonstrate your understanding and skills after you have had the opportunity to practice, discuss ideas, and receive assistance to fix problems you're having.

Formative:

Quizzes, collected homework, and warm-ups practice pieces are used as working copies. Class discussions and group work are an integral process for creative writing. Most homework and warm-ups will not be recorded for marks, though they will often be collected for review so that you can receive feedback and the opportunity to re-do and practice. Formative evidence is for you and your teachers to measure how well your learning is proceeding. You can use it to see if and where you need extra help. We will use them to determine if the class is ready for a summative assessment.

Summative:

Quizzes, projects, presentations, and major writing assignments are assessments that determine your level of proficiency on a learning objective or outcome. You may retake them to improve your score, although you will have to prove that you have done something substantial to prepare for a redo opportunity on an assignment, such as using tutorial time to seek assistance. Summative evidence shows us the total of what you have learned. It reflects the quality of the work you have done and how that work compares to the standard of the course outcomes. In other words, it requires you to demonstrate the skills that you are expected to have mastered.

Dictionary and Thesaurus:

It is strongly encouraged for students to purchase their own English dictionary and thesaurus.

Late Assignment submission process:

All assignments must be submitted for assessment in a timely manner to ensure your teacher is able to provide you with feedback and support for your continual skill development. The process for submitting assignments past their due date will require a conversation with your teacher to identify the challenge or barrier to completion and, in communication with parents, a clear set of expectations and support will be provided for the student's successful completion of course outcomes. Teachers, during this process, will determine when an assignment is no longer eligible for assessment and will provide an alternative assessment or opportunity for the student to demonstrate the missing skill or outcome(s).

Text Study Sensitivity Note:

Students are exposed to sensitive and controversial messages daily. Such messages can be disturbing and confusing if students are not taught how to look at them critically, in light of their own values. Literature and other texts provide students with opportunities to "rehearse" for life through careful exposure to controversial issues, giving students the chance for personal growth in a safe environment.

Literature, in particular, has the power to connect students with sensitive, complicated human issues that are not clear-cut and simply resolved. Texts that explore issues and dilemmas of the human experience, such as gender, class and race, provide a rich medium for helping students develop empathy and understanding, which goes beyond their reading of the texts.

(Senior High School English Language Arts: Guide to Implementation, 2003)

Required Signature:

Student First and Last Names:

Student signature: _____

Parent signature: _____