

# Nicolet High School

## Creative Writing Syllabus- 2024-2025

*Accelerating Achievement for Every Student, Every Classroom, Every Day*



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Pronouns: she/her/hers		Pronouns: she/her/hers	

### COURSE DESCRIPTION

Creative Writing is your invitation to explore the power of expressive language in a supportive, collaborative workshop environment. Throughout the semester, you will experiment with many formats and genres, building your repertoire of skills and a portfolio of your work along the way. Through daily practice, reflection, feedback, revision, and sharing, you will stretch your ability to craft pieces in new genres and reach out to new audiences to tell the stories only you can tell!

### UNITS OF STUDY

- **Unit 1: Creating Our Community of Writers**  
Generate ideas for writing, establish routines for daily writing, revision, mentor text analysis, sharing our work, providing and receiving feedback. Descriptive writing/tone.
- **Unit 2: The Power of Storytelling**  
Develop skills for narrative writing - setting, character, plot, dialogue, pacing.
- **Unit 3: The Art of Poetry**  
Mentor text study of poetry, explorations of poetic form, techniques, and devices, ongoing reading and discussion of a poetry collection in small groups. Development of a collection of our own poems on a theme.
- **Unit 4: Exploring New Topics & Genres**  
Research new genres and share findings with the class. Conduct research to develop our own knowledge of a topic, character, setting, and learn to write in that genre.

**Ongoing throughout the semester:** Vocabulary, grammar, and independent reading.

### MATERIALS

- ☐ Your school-issued Chromebook. Be sure to charge it before coming to class!
- ☐ A notebook or journal dedicated to your daily writing practice. You will be asked to show this during writing conferences.
- ☐ Your own supply of pens, pencils, post-it notes, and highlighters.
- ☐ Earbuds/headphones (not to wear all the time—only for required class activities).
- ☐ Your independent reading book to class every day.
- ☐ A folder or binder to store handouts
- ☐ The assigned text we're reading to class every day.
- ☐ Your student ID for scanning your attendance each hour.

## ATTENDANCE/LATE WORK/MAKEUP WORK

Your final grade, which comes from your growth as a reader, writer and speaker, is earned through a demonstration of what you know and can do. Missing opportunities to grow in these areas and demonstrate evidence of learning impedes your ability to master learning outcomes. If you are absent, check with Canvas, another student, or your teacher to get your missing work. If you are unable to attend class for an extended time, you will be expected to continue to progress in your learning asynchronously using Canvas. You will receive a 0 for work that is not done and might have the opportunity to make up the work for some credit, depending on the assignment. If a summative assessment is not completed, you will have an opportunity to demonstrate evidence of learning by taking that assessment. If no evidence is provided, you would receive a 0 for a summative assessment until the learning is demonstrated.

### PROTOCOLS AND POLICIES

#### School policies:

- Hall passes may not be given during the first or last ten minutes of class, and only one student may be out of the room at a time. You will be asked to hand in your cellular device when you obtain a pass.
- Chromebook loaners will only be given for Chromebooks that need repairs. You may ask for one in the library before 7:50 am, after school, or during Enrichment with a pass from your teacher.

#### Our policies:

- Books for independent reading - bring a book with you to class every day!
- Coats should be hung on the back of your chair. Backpacks and other belongings should be placed under or near your desk/table based on your teacher's directions. Keep the aisles clear.
- Earbuds and headphones are not to be used during instruction unless directed by your teacher.
- Cell phones should be neither seen nor heard during class.

1. We will read/listen to written and oral texts to more completely understand the human experience. We will consider the voices in the text as well as those voices not represented in a text.
2. We will read/listen carefully to arrive at unique, individual interpretations, which takes creativity, sustained attention, and interacting with the text.
3. We will closely read poetry and passages of text or listen to segments of speeches/conversations to uncover how language works to achieve meaning.
4. We will maintain a dynamic writer's notebook to explore initial responses and emerging ideas about what we read/hear. This notebook will become a visible extension of our minds.
5. We will write and revise extended pieces of writing to hone interpretations about literature and other texts.
6. We will write timed essays to practice focused, clear thinking about complex texts.
7. We will consistently notice and consider what makes good writing, revise earnestly in response to feedback to improve pieces of writing, and work diligently toward growth.
8. We will hone effective student habits: meeting deadlines, following instructions, paying attention to details, managing digital tools and spaces effectively to keep track of work, and planning time to protect space to read and think in our distracted world.
9. We will be positive community members: providing high-quality feedback to peers on their writing, participating earnestly in small group and whole-group conversations, moving through our classroom spaces (physical and digital) with kindness.
10. We will practice effective self-reflection, self-evaluation, and metacognition. We will know what we already know, what we want/need to know, what we've learned, and how well we've learned it.

*Adapted from Sarah Zerwin <http://thepapergraders.org/>*

## What We Believe About Teaching and Learning

We believe that:

- Each student's path to achieving a common set of standards is a unique, responsive, and self-directed process.
- Choice, motivation, and student empowerment drives learning.
- Exploration, risk, and failure are essential to growth in learning. Kittle and Gallagher (2018) *180 Days*
- Students benefit from more feedback and less evaluation. Kittle and Gallagher (2018) *180 Days*
- Learning involves a community rather than working in isolation.
- No single assessment can capture the complexities and nuances of a student's proficiency of writing/reading/speaking.
- We need to honor proficiency that students have achieved throughout a semester.
- All students deserve a year's worth of growth after a year spent learning.

We define **equity in education** to mean taking collective, actionable responsibility by intentionally advocating for groups of students who have been historically marginalized to have full and equal citizenship in our classrooms so that all students are empowered to be their whole selves and have access to equal opportunities to succeed.

## Short-Term Virtual Learning Information

If Nicolet shifts to a virtual learning day because of weather or other short-term reason, we will continue our learning on Canvas. All the information that you will need for this class on a virtual learning day will be found in the announcement that will appear in our Canvas course. You must submit the work assigned for this day by 11:59 to verify your attendance, but we encourage you to begin your work early enough so that you can use the designated office hour time during the school day for any questions that you might have.

## Artificial Intelligence Syllabus Statement

Learning is an active process that engages students in the development of new skills and knowledge, therefore students may use AI **only when they have been given permission by their teachers and use AI to support active learning**. This permission is given with the expectation that students will use Artificial Intelligence **effectively** and **responsibly** and that it will be used to **augment** learning and not replace it. Copying and pasting of Artificial Intelligence output and presenting it as original work is considered plagiarism and constitutes a violation of the Nicolet District Academic Integrity policy. Teachers who give permission for the use of AI may require citation or other documentation and may provide additional expectations of what approved use of AI looks like in their course.

## GRADES AND ASSESSMENTS

Students will complete both formative and summative work for American Literature and Composition:

Type of Assessment	Examples	Impact on Grade
Formative: Work completed for <b>practice</b> of <b>foundational</b> knowledge or skills	<b>Formative</b> work/assessments including but not limited to discussions, reading and annotations, conferencing, etc.	15% of student's final grade.
Work that <b>evaluates</b> a student's <b>mastery</b> of an Outcome	<b>Summative</b> work/assessments including final papers, tests, exams, speeches, multimedia projects, portfolio, etc.	85% of student's final grade

## How will you know how learning is progressing?

Students will be assessed on learning outcomes and have multiple opportunities to work towards mastery. As students work towards mastery, they will receive feedback indicating their level of proficiency with each learning outcome and will use that feedback to engage in reflection to determine next steps.

## How do the outcome categories translate into letter grades?

Stretch 5	Advanced 4	Proficient 3	Developing 2	Beginning 1	No Evidence 0
A+	A	A- to B	B- to C-	D to D-	F
Significantly Exceeds the Outcome	Exceeds the Outcome	Meets the Outcome	Approaches the Outcome	Need significant support to meet the Outcome	No work submitted, or work submitted shows no evidence of Outcome.

## HONORS DISTINCTION

Who is eligible?

- Students who consistently receive “stretch” or “advanced” on summative rubrics throughout the entire semester are eligible to work toward the Honors Distinction.

What do I need to do beyond scoring “stretch” or “advanced” on summative rubrics in order to earn honors distinction?

- On every rubric, there is a “stretch” category that states, “student’s work exceeds the standard, and the student is able to articulate the choices they made and the way in which their work moves beyond the expectations for Advanced.”

To earn honors distinction, you must complete the following for every summative assessment in the course:

- Initiate conferencing with the teacher throughout the summative process.
- Create a detailed plan indicating what you will do to exceed the expectations of the assessment.
- Explain how and why you’ve exceeded the expectations placed upon you.

### ENGLISH DEPARTMENT PHONE POLICY

To support a productive focus on learning in all English classes at Nicolet High School, students may not display, activate, or use cell phones in the English classroom.

When students enter an English classroom, they can

- keep their phones turned off and put away.
- put their phones in a storage receptacle and retrieve it after the tone sounds at the end of class.

If the phone is visible or audible, English teachers will take the phone and follow the protocols set forth in the Nicolet Student Handbook.

Please remember that you bring your cell phone to school at your own risk. Nicolet High School and all school personnel are not responsible for the replacement or repair of your phone.

## **NICOLET HIGH SCHOOL ACADEMIC INTEGRITY POLICY (as stated in the Student Handbook):**

### **Academic Integrity**

We highly value academic integrity and require students to submit their own work. Grades should reflect individual academic achievement of students. When a student submits work that is not their own, the grades no longer reflect academic achievement.

Academic integrity violations commonly occur (intentionally or unintentionally) in the following categories:

- Plagiarism - the use of someone else's ideas, words, or other work. Plagiarism includes an exact copying of another's work, or a rewording, paraphrasing, partial quotation or summarization of another's work without properly acknowledging the creator of the original work. Examples include, but are not limited to the following:
  - Downloading information from the Internet/other source and submitting it as one's own
  - Submitting as one's own work that which is copied or translated from another source
- Cheating – the deliberate or attempted use of unauthorized materials, information, technology, study aides, or unauthorized group work on assignments, projects, tests, or other academic exercises during class or outside of class. Examples include, but are not limited to the following:
  - Forging a signature for the purpose of earning credit in a class
  - Providing access to materials or information so that credit may be dishonestly claimed by others
  - Creating and distributing copies of one's own work so that credit may be dishonestly claimed by others
  - Giving or receiving unauthorized assistance on an assessment
  - Falsifying or altering grades related to documents, programs, or information

### **Prevention of Academic Integrity Violations**

Students should have a clear understanding of what plagiarism and cheating are. To avoid an academic integrity violation, students must communicate their misunderstandings and deficiencies to their teachers. Teachers will work with students to develop a plan to complete academic work without violating the academic integrity policy. Additionally, students should not procrastinate completion of assignments to help avoid the temptation to violate the academic integrity policy.

### **Consequences for Academic Integrity Violation**

Students who engage in cheating or academic dishonesty will be subject to disciplinary consequences. (Board Policy 5505 – Academic Honesty) When a teacher suspects that a student has violated the academic integrity policy, the teacher will determine the scope of the violation and record the incident on a behavioral referral. The teacher and an administrator will meet to determine an appropriate consequence. Students will be required to complete the assignment or an alternative assessment to ensure the student is accurately assessed against the course standards. The academic integrity violation will be communicated with school personnel, including the student's teacher, counselor, and club/activity advisor(s). Students are also subject to additional consequences which *may* include:

- receiving a zero on the assignment and/or removal from the course which would require taking the course during summer school,
- being assigned to remediation outside of the regular school day (after school, early release days),
- removal from all honors societies,
- relinquishing leadership position(s) in student organizations and clubs,
- referral to the Athletic Department for review, and/or
- referral to Student Services (guidance counselor, school psychologist, school social worker).