

Creative Writing 2018-2019

Course Number: 1425

Instructor: Barbara Desai

Location: Avery Hall RM 5110

Email: bdesai@norfolkaggie.org

Website: barbaradesai.blogspot.com

(click the “Creative Writing” link for calendars, handouts, prezis, etc.)

Course Description

(1425) Creative Writing (Grade 12)

In this course we'll focus on becoming more confident and willing to take risks with your writing. You'll take part in a supportive environment for offering and receiving feedback to fellow writers. You'll develop better diction and syntax and a richer vocabulary, while honing skills in creative thinking through repeated use. You will become a better all-around writer and critical thinker.

About Creative Writing

We'll write poems, short stories and flash fiction and have fun with creative exercises. We'll create a bond with fellow writers and enjoy each other's work, giving feedback and encouragement. We'll work on your college essay and improve overall writing ability. We'll make an online literary magazine as well. A midterm and final project are required in this course.

Class Rules

- Arrive on time.
- Treat others with respect.

Class Expectations

- Give your best effort.
- Do not plagiarize.
- Ask for help if you need (and ask before the last minute).
- Come to me with concerns when I'll have time to listen and think and give you the attention you deserve (before/after class or school, on my prep, X block).

Attendance and Tardiness

Attendance will be taken at the beginning of every class. If you'll be late, bring a pass. Continual tardiness will result in an automatic write-up and a call home to

discuss strategies for getting here on time. Please refer to the NCAHS policy as outlined in the Student Handbook.

Extra Credit

Once in awhile, I offer extra credit assignments to the class, but I do not offer it to individuals. (Which is to say, if you desperately want to raise your grade at the end of term, please do not ask me if you can write a book report, etc. Do your best on your work and turn it in on time; it's the best way to earn a good grade.)

Late Work

There is no late work in Creative Writing class. This is a class where I trust you to meet your deadline, and you have a great deal of class time to do your writing and ask questions/seek help. Manage your time well. Grades are based on effort and being turned in on time. Since there are no other requirements, turning work in on time is crucial.

If you have an emergency or something else unforeseen, please let me know, and I will work with you on a case-by-case basis. I may not necessarily grant you extra time.

Absences

If you are absent, it is your responsibility to find out what you missed and pick up any materials that you need (books, worksheets, notes from friends). Often, items are posted online, so check the webpage. If you need to ask me what you missed, please ask when I can give you my full attention. (The beginning of class does not constitute such a time.)

You will have one day for each day absent to make up the work. Please make arrangements for making up with with me if you are absent for more than three days.

If an assignment was assigned while you were present and was due while you were absent, I'll expect to see it when you return (unless you've had some really catastrophic illness).

If an assignment has been on-going for weeks and is digital (like an essay or research paper), **the due date is fixed, regardless of absence.**

Resources

The class webpage (Creative Writing link off the main page - barbaradesai.blogspot.com) is a great resource for the assignment calendar, class materials, etc. You can subscribe to email for updates.

Class Requirements

- Keep pace with assignments.
- Keep a notebook (or looseleaf section of your binder) for your writing journal and notes.
- Come to class with writing utensils. I prefer you to write in ink, but pencil is OK if you really must. Ink color does not matter to me so long as it's easily visible. (Yellow, for instance: hard to read. Purple: hooray!) Much of what we do will be on google docs, anyway.
- Be brave! Take risks.

Contacting Me

You can reach me at bdesai@norfolkaggie.org.

Plagiarism Policy

Plagiarism is not acceptable. As described in the student handbook:

Students are expected to be honest in all of their academic and vocational work. Plagiarism is defined as stealing or use without acknowledgement of the **ideas, words, formulas, textual materials**, online services, computer programs, etc. of another person, or **in any way presenting the work of another person as one's own**.

Please refer to the handbook for a detailed description. Students found guilty of plagiarism will receive a zero for the assignment. This includes work copied from others. Do not let other people copy your work, or you, too, may be subject to consequences.

You must sign and return the Academic Integrity and Plagiarism Policy page from your handbook. Read the policy. Your signature indicates understanding.

Cell Phone Policy

Sometimes cell phones are a great tool to use in class. When that time comes, I'll let you know. Otherwise, keep it out of site (bag or pocket, not on your desk or lap) and

don't use it. If you're using it without permission, I'll have you put it in the class "parking lot." It's nothing personal; it's what I need to do as your teacher.

Phones must be parked in the "parking lot" while you're in the bathroom.

If you think up a good use for a phone while we're in class, raise your hand and ask to use it for the assignment/discussion, etc. There's a pretty good chance I'll say yes.

If we are using phones in class for a purpose, stick to that purpose - I understand the smartphone's temptations calling with their siren song, but be like Odysseus, and tie yourself to the mast.

Supplies

One binder

One 1-subject notebook or loose-leaf paper for your binder.

Highlighter

Pens or pencils

Access to a computer/internet. Please let me know if this is not reliably available.

Grading Policy

I grade on total points. In order to relieve the pressure of writing something brilliant every time, your grades only cover your effort and timeliness.

Please be aware: **your final work is graded on your editing efforts.** They should contain no errors in grammar, punctuation, spelling, etc. Final copy should show a valid attempt to improve the story, based on classroom and teacher critiques.

Homework -- DUE: Friday, 9/6/19

Directions: Read the management plan found at barbaradesai.blogspot.com (click the link on the right for your class) with your parent or guardian. Afterwards, sign your names below, and bring this page in by Friday.

I, _____ the parent/guardian of
_____, have read and acknowledge the
classroom policy and discipline expectations explained above.

Student Signature _____

Parent Signature _____

Parents/Guardians: In the space below, please tell me at least one thing you would like your student to get out of this class (and any other information you'd like to tell me).

Photo/Video Release:

During the school year there may be times when I take photographs/videos of student work, performances, or discussions. These images and videos will be used within the Aggie community (to serve as samples to other students, evidence of learning for teacher evaluation, etc.) and may be posted in a public space to the class web page and/or youtube.

Please check here _____ if you do **NOT** wish to have your child photographed or videotaped.

Thanks!

Barbara Desai

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Primary Course Materials: (subject to change)

Various short stories

Sudden Fiction-Robert Shapard

The Art of Fiction-John Gardner

Course Objectives:

- Students will become more confident and willing to take risks with their work.
- Students will take part in a supportive environment for offering feedback to fellow writers.
- They will develop better diction and syntax and a richer vocabulary.
- They will develop skills in creative thinking through repeated use.
- They will become better all-around writers and critical thinkers.
- Students will help produce an online literary magazine

Course Outline

Note: All work will be workshopped as we go. Students will produce a literary magazine online throughout the year.

Weeks 1-2: Summer reading/narrative writing/college essay

Summer reading assessment, learning about methods to improve narrative writing, and writing your college essay. Working toward creativity and community building
Diction and syntax practice, college essay, creativity exercises, wordplay

Weeks 3–6 Workshop format and open short-form writing

Student-created class norms for critiques, poetry, character sketches, imitation pieces (copy the master)

Weeks 7–11 Longer form works and technique refining

Short stories and flash fiction, dialog practice (nuance, subtlety), working with symbols, refining tone, mood, character, examining “purple prose.”

Weeks 12–18 Form/s of choice and project proposals

Choice of form(s) and project proposal, deepening and perfecting the project, continued work on projects with seminar review and revision cycles.

Second Semester

Week 1: Delving deeper into dialog

Example works, imitation dialog, circumspect dialog

Week 2–3: How to create more realistic characters and settings

Verbal “props,” visuals, using the senses, images as catalysts

Weeks 4–5: Improving conflict dynamics

Readings: Knight and Gardner on conflict, the imperfect protagonist, unreliable narrators, competing character desires

Weeks 6–11: Exploring non-realistic genres

Fantasy, sci-fi, romance, and comedy techniques, stylistic elements

Weeks 12–18: Capstone project

Choice of form(s) and project proposal, deepening and perfecting the project, continued work on projects with seminar review and revision cycles.

Assessments (both formative and summative) include:

- several completed short stories
- Several flash fiction stories
- multiple poems, imitations, and “drabbles” (100-word stories)
- A capstone project of choice, with a proposal and student goal-setting

Common core standards:

- W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W3A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.