



Middle School Creative Writing 2025-2026

Instructor:	Dr. Jon Mundorf	Course Title:	MS Creative Writing
E-mail:	jmundorf@pky.ufl.edu	Course Meets	7th: M,T,Th,F - full year 8th: M-F - semester
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Office Hours:	By Appointment		

Please review the information shared within the following links:

- [P2025-2026 Code of Student Conduct](#)

Course Description

This course is designed to develop students' skills in understanding and analyzing the craft of creative writing while fostering their own unique voice. Students will engage with a range of literary genres, such as poetry, short stories, memoirs, and plays, and learn to write for varied purposes and audiences. Emphasis is placed on narrative techniques, figurative language, theme development, and collaborative revision processes.

Course Grade

8th grade - Issued at the end of each quarter

7th grade - Issued at the end of each semester

Tests linked to the course

No state-mandated End-of-Course or AP tests are associated with this elective course.

Goals & Standards

The goal of this course is to empower students to become confident, creative writers and critical readers. Through the study of varied literary genres and forms, including narratives, poetry, and nonfiction, students will develop their personal voice while mastering essential writing skills such as organization, use of figurative language, and point of view.

Students will learn to analyze complex texts, identify thematic elements, and engage in collaborative writing and revision processes. The course also emphasizes effective communication skills, including oral presentations supported by evidence, and the integration of digital tools to enhance written and multimedia projects.

By the end of the course, students will be equipped to express themselves thoughtfully and creatively across a range of literary and digital platforms, preparing them for future academic and personal success.



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Skill Area	7th Grade (ELA.7) Focus	8th Grade (ELA.8) Focus
Narrative Writing	Use of narrative techniques, figurative language, and recognizable point of view.	Use of narrative techniques, varied transitions, and clearly established point of view.
Writing Process	Planning, revising, editing with peer/adult feedback.	Planning, editing, revising for clarity and cohesiveness with peer/adult feedback.
Literary Analysis	Analyze impact of setting, themes, narrator reliability, poetic forms, and figurative language.	Analyze character, setting, plot interactions, theme development, perspective, poetic structure, rhetorical devices, and symbolism.
Grammar & Conventions	Use of verbals, pronouns, comparatives, superlatives, and sentence variation.	Mastery of passive/active voice, semicolons, verb mood and voice; introduce parallel structure.
Oral & Digital Communication	Use of evidence in oral tasks and integration of multimedia elements.	Present information logically with credible evidence; integrate diverse digital media and collaborate using digital tools.
Vocabulary	Integration of academic vocabulary and use of Greek/Latin roots and affixes.	Same, with increased complexity in vocabulary and context clue application.

Required course materials

- [Texts and Media list is maintained separately and updated regularly.](#)



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Course Schedule

7th Grade	8th Grade
Q1: Finding Your Rhythm	Q1: Finding Your Rhythm, The Hero's Journey
Q2: The Hero's Journey	Q2: Writing for Change, Stories that Survive
Q3: Writing for Change	Q3: Finding Your Rhythm, The Hero's Journey
Q4: Stories that Survive	Q4: Writing for Change, Stories that Survive

Procedures

- Supplies
 - Pencils
 - Wired earbuds or headphones
 - Chromebook with charger (provided by school)
 - Composition notebook (provided by teacher)
- Homework
 - In this class, “homework” isn’t a stack of worksheets or a race against the clock. Most days, there won’t be any at all. But sometimes, a line you started in class begs to be finished. Or a brilliant idea taps you on the shoulder while you’re walking the dog or brushing your teeth. That’s your cue.
 - Homework here is simple:
 - Finish something you started
 - Follow a spark of inspiration
 - No pressure. Just possibility.

General Expectations ([P.K. Yonge Code of Conduct](#))

School-Wide (4Rs)

- Responsible: Students must attend and be on time to class.
- Respectful: Students must show respect for each other and the classroom/school space.
- Resilient: Students are willing to take on challenges and use skills to overcome them.
- Ready: Students are prepared to work and learn everyday.

Classroom

- We are in a learning space.
- We are ready to learn.
- We care for each other and our shared space.



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Late Work Policy

Creativity doesn't always punch a clock. Sometimes the right word takes a little longer to show up, and that's okay. In this class, late work is always accepted for full credit.

But here's the thing: My desk can start to look like a traffic jam at rush hour. When too many assignments pile up at once, it gets harder to give each piece the feedback it deserves.

So:

- Take the time you need (especially if you're truly working).
- Use your time wisely (deadlines are gentle nudges, not walls).
- Communicate if you're stuck (we're in this together).

No shame. No panic. Just progress.

Communication Protocols

Students can communicate with me by...

...writing a note, sending a message, asking a question, or simply saying, "Hey, I've got something on my mind." However you reach out, I'm listening.

...email, Canvas, carrier pigeon, or an in-class "can we talk?" If it matters to you, it matters to me.

...words, whispers, written wonders, or well-timed eye contact. If you've got something to say, I want to hear it.

...typing, talking, or tapping on the desk three times (okay, maybe just the first two). If you need me, let me know.

Families can communicate with me by emailing me at jmundorf@pky.ufl.edu or via Canvas.

Electronic Device Policy

Students must come to class every day with their charged Chromebook. During class, the Chromebook should be used only to participate in the class. Students should not have personal electronic devices out during class at any time for any purpose, unless instructed to do so.

Kindergarten-8th Grade

Students may possess a wireless communication device on school property or while attending a school function, but they are not allowed to use it at any time during the school day from the start of the instructional day to the end of the instructional day.



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PK will provide access to telephones for students who need to contact families during times when they are prohibited from using their personal device.

Grading Policy and Assessments

Grading

P.K. Yonge's Grading and Credit system is based on our shared beliefs about the purpose of assessment:

- Students should have a clear understanding and shared ownership of learning goals
- Grades should communicate what students know and are able to do both within and across disciplines
- Students should have multiple opportunities to practice, receive feedback, and demonstrate their knowledge and skills
- It is critical for students to develop productive habits of work alongside content and skill development

Type	Examples	% of Grade
Habits of Work	<i>Daily/weekly: focus, engagement, effort, collaboration, and responsible use of time.</i>	5%
Formative	<i>Weekly: quick writes and skill practice</i>	20%
Summative	<i>End of Unit Publication Pieces</i>	75%



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The chart below outlines the relationship between numerical grades, letter grades, mastery-language, and credit within our mastery-based system.

Mastery-Language	Range (4-point grade system)	Meets Standard Course Credit Earned
Mastery (A)	3.51 - 4.0	GPA Point 4
Proficient (B)	3.01 - 3.5	GPA Point 3
Approaching (C)	2.51 - 3	GPA Point 2
Beginning (D)	2.01 - 2.5	GPA Point 1
Not Meeting (F)	.01 - 2.0	No Course Credit
No Evidence	0	No Course Credit

Academic Dishonesty

It is expected that the work you submit in this and all of your courses is your own original work, or if not, contains full acknowledgment of borrowed sources. The following instances are academically dishonest:

- **Using someone else's words or ideas without giving them credit**
Example: Copying sentences from an online article and putting them into your essay as if you wrote them, without citing the source.
- **Using AI without disclosing it**
Example: Asking an AI tool to write a short story for a class assignment and turning it in as your own work without telling the teacher you used AI
 - Note: *Parts of this syllabus were developed with the assistance of an AI language tool.*

Any academic dishonesty will result in the *failure of that assignment as the minimum consequence*; other consequences range from failure of the course to academic probation to dismissal from P.K. Yonge.

ALL instances of academic dishonesty will be reported to the student's counselor, Behavior Coach, and Administration.



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Last Word (for now)

This school year will be memorable, and I sincerely hope one of your best yet. I look forward to reading and writing together as we learn more about ourselves, each other, and the world around us. This year marks my 23rd year as a public school teacher in Florida, and I have been fortunate to teach so many wonderful students in a wide range of courses in a variety of different settings. As a result, my teaching approach lends itself well to teaching students with various learning needs.

I believe all learners are entitled to a high-quality education, and there is no single method that can meet the needs of all learners. Therefore, I believe that classrooms must be dynamic learning ecosystems, and the teaching and learning must be as dynamic as the learners in the classroom. In our class, the goals, methods, materials, and assessments will be flexible, relevant, and timely. Our classroom is built upon the vision that all students can learn, that intelligence is not fixed, and that we can make progress each and every day toward our goals. I look forward to a wonderful year!

- Dr. Mundorf \ (•◡•) /