Creative Writing

Grade 10, 11, or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in the full-year Creative Writing course develop personal writing skills through the study of distinct narrative points of view. The characteristics of various genres of writing are examined and applied as students create such writing samples as monologues, diaries, narratives, and autobiographies. Emphasis is placed on the use of literary devices, authentic voice, and comprehensive reporting. The work of students is included in a personal and comprehensive portfolio of writing samples representing the full range of genres studied throughout the course. Benchmark assessments are employed to track individual student progress.
## Creative Writing

**Grade 10, 11, or 12**

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### Essential Question:
- How do stream of consciousness and interior monologue influence writing?
- What techniques differentiate diarists from monologuists?
- Does subjectivity play a role in the creation of a credible narrative?

### Content:
- **Modes of Discourse**
  - Literary Terms
- **Diaries versus Monologues**
- **Detached Autobiography versus Subjective Narration**

### Skills and Topics:
- Define literary terms (e.g., imagery, personification, point of view) and apply in personal writing samples
- Identify distinct narrative points of view (e.g., stream of consciousness and interior monologue)
- Distinguish stream of consciousness from interior monologue in the examination of writing samples
- Identify the characteristics of dramatic monologue (e.g., conflict, irresolution, resolution)
- Compare and contrast poetic and prose dramatic dialogue
- Demonstrate the ability to recognize audience expectations and adjust written expression to address diverse audiences
- Evaluate the narrative point of view in poetry, prose, film, print, and popular music
- Synthesize knowledge of dramatic dialogue in an example of personal writing
- Identify literary terms and devices associated with the creation of diaries (e.g., metaphors, similes, motif)
- Assess the purpose of diary writing (e.g., to resolve internal conflicts, to articulate personal and social conflicts, to achieve catharsis and balance)
- Compare and contrast the elements of diaries and monologues in the examination of literary examples
- Demonstrate in personal writing samples the difference between diaries and monologues
- Determine the effect of letter narration in a dramatic work of prose
- Compose a letter to resolve or avoid conflict in a dramatic work of fiction
- Define subjective narration and detached autobiography
- Compare and contrast a detached autobiography and a standard autobiography
- Analyze examples of a detached autobiography and a standard autobiography in literary examples
- Identify the characteristics that contribute to credibility in writing (e.g., physical presence in descriptions, authentic voice and language, comprehensive reporting) without obvious omissions
- Identify examples of subjectivity in the examination of literature
- Assess the effect of subjectivity in the reinforcement of credibility

### Integration of Technology:
- Video streaming, podcasting, prezis

### Writing:
- Open-ended responses, writing personal narratives, literary analytic responses, autobiographies

### Formative Assessments:
- Benchmark assessments
## Creative Writing
### Grade 10, 11, or 12

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*2016 NJSLS

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**Essential Question:**
To what extent does a narrator’s involvement in a story determine the author’s perspective? What role does an author’s bias play in the creation of a narrative? How does a writer create authentic dialogue? In what ways do authors reflect upon their work?

**Content:**
- Memoir and Observer Narration
- Multiple Character Point of View
- One Act Play
- Short Story

**Skills and Topics:**
- compare and contrast the characteristics of a memoir and an observer narration
- assess the distinct personality traits of a literary character
- apply analysis of a literary character from the point of view of an observer in written form
- synthesize the characteristics of a memoir in a first person autobiography
- define anonymous narration and single character point of view
- investigate literature to find examples of a single character point of view
- plan a short story with a single character point of view to include setting, plot, conflict, character development, theme, tone, and voice (ongoing portfolio assignment)
- examine diverse literary sources (e.g., short stories, vignettes, poems, plays) to identify multiple character points of view
- determine the author’s point of view or bias based on character evaluation
- incorporate personal point of view in the creation of a two character vignette
- investigate the use of dialogue in various one act plays
- assess the characteristics of authentic or credible dialogue
- identify ways in which dialogue contributes to dramatize the conflict in a one act play
- apply comprehension of the use of dialogue in the creation of a three-character one act play
- utilize technology to interpret the dialogue in a dramatic reading or oral presentation of the one act play
- define metafiction through an analysis of literary examples
- assess the effect of an author’s reflection on the creative process (e.g., recognition of the pre-conscious and unconscious in the creative process, significance of the use of a character’s dreams and fantasies, employment of stream of consciousness)
- incorporate diverse narrative techniques in the creation of a short story
- collaborate with peers to revise personal short stories
- evaluate the draft of a personal short story for editing needs (e.g., mechanics, punctuation, spelling, usage)
- finalize and prepare the personal short story for publication
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Creative Writing
Course Requirements

Grade: 10, 11, or 12  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the full-year Creative Writing course develop personal writing skills through the study of distinct narrative points of view. The characteristics of various genres of writing are examined and applied as students create such writing samples as monologues, diaries, narratives, and autobiographies. Emphasis is placed on the use of literary devices, authentic voice, and comprehensive reporting. The work of students is included in a personal and comprehensive portfolio of writing samples representing the full range of genres studied throughout the course. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:
- Modes of Discourse and Literary Terms
- Diaries versus Monologues
- Detached Autobiography versus Subjective Narration
- Memoir and Observer Narration
- Multiple Character and Point of View
- One Act Play
- Short Story

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- How do stream of consciousness and interior monologue influence writing?
- What techniques differentiate diarists from monologuists?
- Does subjectivity play a role in the creation of a credible narrative?
- To what extent does a narrator’s involvement in a story determine the author’s perspective?
- What role does an author’s bias play in the creation of a narrative?
- How does a writer create authentic dialogue?
- In what ways do authors reflect upon their work?
- What are the post-graduation and/or career options that apply to the course content?
Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Student Agreement

Creative Writing

STUDENT NAME: ____________________________________________

Last Name                   First Name

GRADE: ____________________

My signature below indicates that I have received a copy of the
Somerville Public Schools Course Requirements for Creative Writing.

I acknowledge my responsibility to read and understand all of the
information contained in the Creative Writing Course Requirements
information and syllabus packet.

Student Signature ________________________________________ Date ______________________

Note: Please share the course requirements for Creative Writing with your parents.