

Creative Writing 11: Course Outline

What are the BIG IDEAS in Creative Writing 11?

Creative Writing 11 provides students with the opportunity to develop confidence and refine their writing skills through self-expression in various creative forms. All students will have the chance to examine how texts are socially, culturally, geographically, and historically constructed by:

- exploring how text and story deepen our understanding of diverse and complex ideas about identity, others and the world;
- critiquing how language shapes ideas and influences others;
- taking risks in their own writing; and
- writing for authentic audiences and real-world purposes.

Inquiry Question:

As a class we will determine the big inquiry question (thematic question) we want to explore for the semester.

Possible Areas of Focus

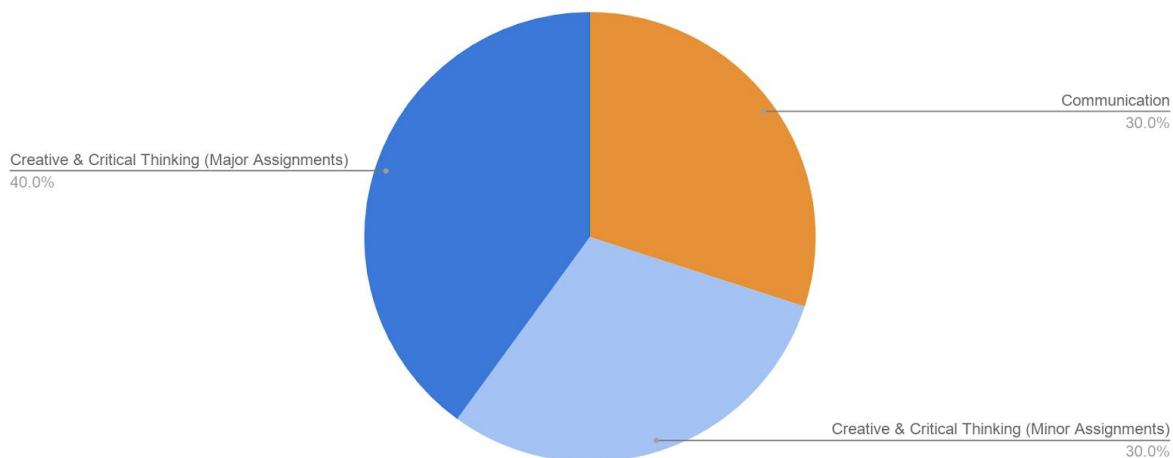
- Short fiction and poetry (incl. Flash-fiction, graffiti, children's lit, comic/graphic)
- Creative nonfiction (columns, features, articles, reporting, interviews, reviews, advertising)
- Memoir (placed-based writing, narrative, film memoir)

Silent Reading

Research has shown that those who are avid readers also learn how to increase their writing skills (Pamuji, 2015). At least every Tuesday and Thursday, our class will begin with 20 minutes of silent reading. You will set goals for your reading and track your progress. As well, we will have discussion groups where you will share with others what you are reading, and analyze it for creative writing elements we discuss in class.

Course Evaluation

The two terms are cumulative and weighted in the following way:



1. *Communication* (presentations, in-class discussions, Socratic circles, group discussion)
2. *Creative & Critical Thinking - Minor Assignments* (response journals, in-class written assignments, USSR)
3. *Creative & Critical Thinking - Major Assignments* (Historical Fiction Short Story; Multi-Modal Project related to inquiry question)

Assignments

You will receive a variety of assignments in order to express your learning and understanding in the course, and increase your creative writing skills. Some assignments will be marked for completion while others will be marked for quality of thoughts and ideas. You will have plenty of opportunity to showcase your learning through your assignments, discussions in class with peers, and student-teacher conferences. All assignments will include a marking rubric, as well as self-evaluation rubrics, in order to engage in goal setting and self-regulation. If my expectations are unclear, please make sure to come see me and ask questions in order for you to be as successful as possible

Extensions and Late Assignments

All assignments are expected to be handed in on the designated due dates. If you foresee an issue with the due date **prior to the due date**, then please come see me so that we can discuss an extension. Consequences for submitting work late without receiving an extension are as follows:

1. Work will only be accepted until I have marked and returned the assignment; after that you can no longer submit that assignment. If you would like to make up the assignment you can come talk to me about an alternative;
2. No feedback on your assignment;
3. Your effort mark may be reduced to an S or N.

Academic Dishonesty (Plagiarism)

Plagiarism in assignments includes (but is not limited to): *claiming, submitting or presenting another person's substantial contributions, assistance, edits or changes to an assignment as one's own*. As a rule, DO NOT copy someone else's work, allow someone to copy your work, or copy ideas or written work from the internet without citation. Any form of plagiarism or cheating will result in a zero, contact home, a conversation with your counsellor and / or administrator, and an N for effort mark. Further information and workshops will be given on how to appropriately cite sources and information to help you avoid this issue.

Classroom Expectations (Personal Awareness & Responsibility and Social Responsibility)

Part of building student success under BC's Core Competencies is learning key aspects of Personal Awareness and Responsibility and Social Responsibility (<https://curriculum.gov.bc.ca/competencies>). This includes accepting responsibility for your actions, learning to organize your time, advocating for your own learning, setting learning goals and priorities, and contributing positively to the classroom community (*Self-Regulation* "I can take ownership of my goals, learning, and behaviour" Personal Awareness & Responsibility, pg.3). Below are key areas in which you will be expected to demonstrate the Core Competencies of Personal Awareness & Responsibility and Social Responsibility:

Attendance




Attendance is key to success. Learning comes from participation, experience, and discussion with others. If you are absent, it is your responsibility to notify me and to catch up on work you missed. All information for the course will be on the course website: msbrownswebpage.weebly.com and on Google Classroom through your gedu account. If your absence is unexcused contact home will be made.

Classroom as a Community

- Please arrive to class on-time and ready with all your materials
- Respect your classmates and the classroom by using appropriate language and leaving the classroom tidy
- If you must leave the room (ie. bathroom), wait until there is a break in the discussion, and quietly ask. Only one student at a time.
- Food and drinks are fine as long as you clean-up after yourself, all extra garbage ends up in bins, and the food/drink doesn't become a distraction. If you are using my drink station please make sure that you clean-up after yourself and wash any mugs you borrowed.
- Cellphones are not to be used during instructional time unless otherwise indicated. If you struggle to self-regulate your cell phone usage, and it is distracting, I have a self-regulation bin and charging station where your phone can make a home during class period.

In any case where issues arrive regarding attendance, assignments, evaluation, or classroom expectations, students will be asked to have a meeting with myself in order to discuss and create a goal-setting plan. Following the creation of this plan, parents/guardians and school counselors, will also be notified. Student's will be referred to administration if unable to meet the goals agreed upon.

Course Resources

	<p>Ms. Alexis Brown</p> <p><u>abrown@sd73.bc.ca</u></p> <p>Course Website: msbrownswebpage.weebly.com</p> <p>NorKam Secondary School</p> <p>(250) 376-1272</p>
	<p>Google Classroom</p> <p>Class Code: _____</p> <p>Sign-up with gedu account</p>
	<p>Student gedu account information</p> <p>Login: firstname.lastname@gedu.sd73.bc.ca</p> <p>Password: sd+student number (ie. sd123456)</p>

I am available for help before school and at lunch time. After school appointments must be made with me ahead of time. Please come talk to me if you are confused, overwhelmed, or just want to say hi.