

TAMALPAIS UNION HIGH SCHOOL DISTRICT

Larkspur, California

Course of Study

CREATIVE WRITING

Contemporary Strand

I. INTRODUCTION: COURSE DESCRIPTION

- A. This course is for students who wish to express their creativity in writing poetry, fiction, and other expressive forms. Students will learn to write narration, description, and dialogue, developing their ability to handle fiction techniques. They will work with imagery, sound, rhythm, and fiction techniques. They will study models of representative literature and will write analytic papers about them.
- B. This course addresses the following District student learning outcomes which ask students to:
- #1. communicate articulately, effectively, and persuasively when speaking and writing;
 - #2. read and analyze material in a variety of disciplines;
 - #4. demonstrate knowledge of the rights and responsibilities of the individual in a democratic society;
 - #10. analyze and propose solutions to contemporary issues using a variety of perspectives;
 - #11. interpret, experience, create and/or perform artistic work;
 - #14. demonstrate knowledge, skills and self-discipline necessary to achieve and maintain physical and emotional well-being.

Creative Writing will contribute to the attainment of the following Tam 21st Century Goals:

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- develop respect and understanding for the diversity of our community;

- understand individual and cultural differences;
 - take responsibility for self and community.
- C. This course continues the sequential learning established in freshman and sophomore English classes and makes a connection to their own and others' lives.
- D. The goals of Creative Writing include the following:
1. understand effective writing as it is formed by men and women of all places and times, including those of minority cultures;
 2. use critical thinking skills in analyzing and interpreting literature used as models of effective writing;
 3. establish the important connection between writing and thinking through regular practice of the steps in the writing process;
 4. recognize the relationship between plot and theme;
 5. use a vocabulary of literary and technical terms appropriate to the study and practice of fiction and poetry writing;
 6. respond with sensitivity to language as writer and reader;
 7. explore the variety of techniques authors use in the development of an idea;
 8. produce writing which is enriched through the use of appropriate detail;
 9. communicate with confidence when writing one's ideas, feelings, and visions;
 10. present ideas -- critical and creative -- openly and effectively, in a group situation;
 11. respond with sensitive perception to the environment and the human condition;
 13. nurture an awareness of ethical and moral questions raised in literature.

II. STUDENT LEARNING OUTCOMES

1. Writing:

- a. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
- b. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
- c. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
- d. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
- e. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
- f. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
- g. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
- h. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

2. Literature/Reading:

- a. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);

- b. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
- c. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
- d. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
- e. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

3. Speaking and Listening:

When speaking, students will:

- a. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
- b. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
- c. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
- d. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
- e. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

- a. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;

- b. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

C. Student Assessment

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

See the Creative Writing Resource Binder for sample assessments

D. Course Assessment

Creative Writing will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis.

III. METHODS AND MATERIALS

A. Methods

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight writing types have been identified as the focus for the upper division writing programs: observation, reflection, controversial issue, interpretation, autobiography, evaluation, report of information, and speculation.

B. Materials

Every teacher of Creative Writing will teach a selection of the following titles to guarantee consistency throughout the District. Each student will read at least four

major works per semester with required reading including a variety of short stories, poems, novels, and nonfiction.

Core Works

Bass, Ellen and Florence Howe, eds.	<i>No More Masks</i> (Poetry Anthology)
Brown, F.	<i>Nightmare in Yellow</i>
Cahill, Susan, ed.	<i>Women and Fiction</i> (Anthology of Short Stories)
Capote, Truman	<i>Christmas Memories</i>
Dias, Earl J.	<i>One-Act Plays for Teenagers</i>
Gaillard and Mosier, eds.	<i>Women and Men Together</i> (Anthology of Short Stories)
Gardiner, John Champlin	<i>On Becoming a Novelist, The Art of Fiction</i>
Glaspell, Susan	<i>Trifle</i>
Gorky, Maxim	<i>A Jury of Her Peers</i>
Hellman, Lillian	<i>On Literature</i>
Henderson, H.	Selected works
Hughes, Ted and Frances	<i>Haiku</i>
Marriot, James, ed.	<i>The Journal of Sylvia Plath</i>
Moers, Ellen	McCallough, eds.
Moon, Samuel, ed.	<i>One-Act Plays of Today</i>
Poe, Edgar Allan	<i>Literary Women, The Great Writers</i>
Reston	<i>Eleven Short Plays of the Modern Theater</i>
Silverstein, Shel	<i>The Mask of the Red Death</i>
Simon, Neil	<i>The Lunar World of Groucho Marks</i>
Untermeyer, Louis	<i>Where the Sidewalk Ends</i>
Updike, John	Selected plays
Walsh, Chad	<i>The Magic Circle</i>
Wilder, Thornton	<i>The Centaur</i>
Woolf, Virginia	<i>Doors into Poetry</i>
Wouk, Herman	Selected works
	<i>A Writer's Notebook</i>
	<i>The Caine Mutiny*</i>

*Also in Oral Rhetoric

IV. GENERAL INFORMATION

Creative Writing is a 5 credit course open to juniors, seniors and second semester sophomores.

A. Prerequisites. There are no course prerequisites

B. Requirements Met.

This course may be used in partial fulfillment of the English graduation requirement.

This course is accepted toward the "g" requirement for UC admissions.