***Creative Writing*: Mr. Luke**

Instructor Information

Classroom A-143

Office hours: M-F 3:00 PM to 4:30 P.M. M, W, Thr. 7:15 to 8:00 A.M.

Email: [rluke@delano.k12.mn.us](mailto:rluke@delano.k12.mn.us)

Web address: [www.delano.k12.mn.us/high](http://www.delano.k12.mn.us/high) school

Course description:

This course will introduce high school students, grades 9-12, to the writing and revision of poetry and short stories. Both self revision and work shopping revision will be addressed. Primary creativity will be encouraged and expected—as well as secondary creativity, which will hone revision skills. Journal entries will be administered for writing warm up exercises. The objectives will be to initiate creativity within students while fostering individual growth within them. Also, students will learn the protocol and mastery of class work shopping sessions (commenting on other students’ works).

Texts

The following four titles will be segmented within class by presentations by the instructor. Students may purchase them on their own if they wish to further the depth of class resources.

Addonzio and Laux, A Poet’s Companion, Norton Publishers, IBN 9780393316544

Stern, Making Shapely Fiction, Norton Publishers, ISBN 9780393321241

Thomas, etal. Flash Fiction, 72 Very Short Stories, Norton Publishers, ISBN 9780393308839

Knorr and Schell, Mooring Against the Tide—Writing Fiction and Poetry, second edition, Pearson / Prentice Hall, ISBN 0-13-178785-3 / 9780131787858

Course Responsibilities

General

Listening and responding to relevant instruction.

Actively participating in class discussions and giving feedback in work shopping sessions.

Reading other group members first draft poems and short stories and then presenting one anonymous poem per group to the class as a whole.

Coming to class on time and missing no more than six classes as pertained in the Delano High School Student Handbook.

Specific

Daily journaling for the first 15 minutes of class centered on assigned prompt and no less than 14 lines. Students may experiment with short story starters or poems at this time—or they may write straight reflections.

For the first half of the quarter, students will write first drafts of poems within 90 minute class sessions and turn them into the class basket when class ends. The assignments will vary from 2-4 poems per day.

During the second half of the quarter, Students will create 1-2 short stories per the 90 minute class session. But, again, they are to turn their completed work into the class basket at the end of the class session.

Students will be expected to revise some of their first draft primary works within parameters of time speculated by the instructor.

A cumulative point system will be adhered to with different assignments given various point totals.

First draft poems will be worth 10 points each.

First draft short stories will be worth 10 points each.

Revisions for both poetry and short stories will consist of 5 of each polished pieces within a final portfolio. Each of the two categories of the portfolio will be worth 100 points each.

Participating in class discussions and active work shopping will be given a grade out of 50 points for each student.

Late assignments will be reduced to half credit.

The Basic Requirements –

Daily writing assignments, skill builder activities, daily journal writing, and worksheets

**Major tests and assignments will be posted on the student calendar in advance.**

**Goals and outcomes**

To write in a way no one ever has before

To say something fresh each time

To recognize other writers’ creativity

To think of writing as a creative art

Learning Activities

Sketchbook writing

Relating to other art forms

Using the web to find inspiration for writing

Writing exercises and experiments

Self-editing

Reading creative works written by others

Using creative writing and art to express feelings

Learning to write technically in a creative way

Expectations

You will try your best

You will keep an open line of communication with me by expressing your concerns, asking questions, and making suggestions You will take advantage of this chance to be creative, have fun, and enjoy writing**.**

1. Understand that creativity derives from unique perception.
2. Practice using different points of view, both in perception, and in choice of narrators.
3. Practice seeing new relationships to develop inventiveness.
4. Experiment, experiment, experiment.
5. Understand that writing is a way to develop personally as well as a way to communicate with others.
6. Experiment—take risks—with content, form, and development.
7. Express feelings in poetry
8. Develop meaningful themes in fiction.
9. Write in clear, concise, precise, and correct language.
10. Build vocabulary
11. Use a variety of patterns and sentence structures to enhance writing style.
12. Construct grammatically and mechanically correct sentences.
13. Create believable dialogue with good tags.
14. Analyze, interpret, and create literary devices including figurative language, sound devices, foreshadowing, flashback, symbolism, and irony.
15. Identify literary devices.
16. Explain with specific textual references how these devices contribute to the themes and impact of literature.
17. Create original literary devices.

**Grading Policy:**

Work completed within ***5 school days*** of the due date of the assignment will earn a maximum of 75% of the total points of the assignment. Work completed **after 5 days** will be earn a maximum of 50% of the total points of the assignment.

**Grading Scale:**

A   = 95                           C- = 70

A- = 90                           D+ = 68

B+ = 87                           D   = 63

B   = 83                           D- = 60

B- = 80                           F    = 59

C+ = 78

C   = 73

**LIBRARY RESOURCES**

**Delano Media Center:** [**http://www.delano.k12.mn.us/sitepages/pid187.php**](http://www.delano.k12.mn.us/sitepages/pid187.php)

**The Purdue Online Writing Center:** [**http://owl.english.purdue.edu/**](http://owl.english.purdue.edu/)

**“INSIDER” INFORMATION – GUIDELINES (tidbits about you and your expectations)**

**AGREEMENT SIGNED BY PARENT/GUARDIAN**

**To Parent(s) and/or Guardian(s) and Student:**

**Please sign and return this page:**

**I read, understand, and agree to abide by the expectations set forth in the Delano High School Creative Writing syllabus**

**(Print Student’s Name) (Date)**

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**(Student’s Signature) (Date)**

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**(Print Parent/Guardian’s Name) (Date)**

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**(Parent/Guardian’s Signature) (Date)**

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