

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

# **CREATIVE WRITING WORKSHOP**

**BOARD OF EDUCATION APPROVED 05/22/2007**

# **INTRODUCTION TO CREATIVE WRITING WORKSHOP**

## **Statement of Purpose**

The purpose of this course is to provide students the opportunity to practice the art of creative writing within a rigorous academic community of writers. This course offers a unique setting in which students develop their writing skills through workshop-based instruction.

## **Audience**

11<sup>th</sup> and 12<sup>th</sup> grade students. This course satisfies semester requirement of English for seniors and may be taken in addition to full year English course by juniors.

## **Prerequisite**

Successful completion of two years of high school English or special recommendation by teachers of English

## **Design and Description**

In this class, students practice writing in various creative genres including poetry, fiction, creative nonfiction, and drama. The course offers an introduction to the elements of creative writing through workshop-based instruction. Additionally, students will develop analytical skills as they critique the work of their peers and document their own revision process. The primary texts for this course are student projects supplemented by published models for each genre and corollary readings about the art and discipline of creative writing. This course provides students the opportunity to practice the art of creative writing within an academic community of writers.

## **Course Goals**

Students will learn to:

- demonstrate the behaviors of committed creative writers by keeping a writer's notebook of ideas, reflections, and notes on writing.
- maintain a journal of free-writing, inspired by class prompts, to be used as a source of material for polished drafts of poetry, fiction, creative nonfiction, and drama.
- use language as a tool to explore, find, and convey growth and meaning through personal experience.
- use the process of writing to find internal truths or essences of a subject matter rather than simply recording external details.
- practice imagination and discipline in order to create writing that effectively portrays their own unique vision.
- develop a deeper understanding of the appropriate conventions and unique characteristics (elements, devices, and terms) for each of four genres of creative writing through a study of contemporary writers *of and on* poetry, fiction, drama, and creative nonfiction.
- demonstrate control of the elements, devices, terms, and genres of creative writing for discussing and the writing of creative projects.

- actively participate in a writing workshop setting in order to enhance their creative and analytical writing skills.
- create culminating portfolios with revisions of their writing projects, reflections on the growth of their writing, and articulation of their own learning process.
- develop a deeper understanding of the appropriate conventions and unique characteristics (elements, devices, and terms) for each of four genres of creative writing through a study of contemporary writers *of and on* poetry, fiction, drama, and creative nonfiction.
- use the writing process as a constructive, meaningful process to organize thoughts and explore ideas through writing and revision of writing.

### **Course Objectives**

Students will be able to:

- use the writing process as a constructive, meaningful process to organize thoughts and explore ideas through writing and the revision of writing.
- discuss the principles of academic writing that are essential for creative writers such as revision process, consideration of audience and purpose, coherency and style.
- establish guidelines for writer's workshop etiquette and expectations.
- demonstrate an understanding of guidelines and expectations for writing conferences with the teacher.
- participate in a model writer's workshop using a published poem as the subject.
- discuss the function and value of maintaining a writer's notebook and begin their own writer's notebook.
- write entries weekly in a writer's notebook in order to practice, explore, analyze, and think about their poetry.
- explore the meaning and definition of poetry through readings of published poetry, through their own writing, and through class discussion.
- write six - eight poems using various techniques and topics.
- experiment with elements of poetry in brief writing exercises recorded in their journals.
- read and analyze students poems before they are scheduled to be discussed in workshop.
- analyze student-generated poems in the form of one written critique per workshop session.
- revise three poems using feedback from one workshop session, one peer editing session, and at least one writing conference.
- demonstrate their understanding of poetic elements through the writing of their own poetry and through participation in workshop sessions.
- read and analyze published poetry as models for their own work.
- reflect on their stylistic choices that help to clarify, reveal, and convey the meaning and ideas inherent in the work.
- examine traditional forms of poetry (villanelle, sestina, and ode) through reading and analyzing published poems and writing their own poem in one of those forms.
- perform at least one original poem in a public or classroom setting.

- use multimedia technology to create an audio visual experience with their own poetry.
- write one page of each poem before each workshop session.
- participate in workshop in order to deepen their analysis of poems discussed.
- continue to write in their writer’s notebook to generate material for potential dramatic conflicts, ideas for theme, setting details, and narrative point of view.
- explore and practice voice and dialogue for their characters.
- read, discuss, and reflect on the elements of fiction specific to flash fiction and short story writing through the study of published models.
- write two complete pieces of fiction.
- analyze at least three student-generated stories in the form of critiques written for workshop sessions.
- engage in respectful criticism of student-generated fiction through peer editing and workshop sessions.
- use feedback from peers and instructor to revise one of their own stories.
- demonstrate their understanding of elements of fiction through writing, revision, and workshop participation.
- read and analyze selected stories *before* they are scheduled to be discussed in writing workshop.
- write one page responses to at least three stories before workshop session.
- participate in workshop in order to deepen their analysis and understanding of fiction.
- generate ideas for memoir and essay topics.
- develop a definition for the term “essay” which illustrates the complexity and creative potential of that genre.
- read, reflect, and discuss essays about the genre of creative nonfiction.
- read and analyze model creative nonfiction essays.
- establish and work within ethical guidelines for the writing of nonfiction.
- practice techniques of reporting and journalism in the form of brief writing exercises.
- experiment with blending scene and reflection into a unified piece of writing.
- read and analyze selected essays before they are discussed in writing workshop.
- write at least three one-page responses to the writing of others.
- participate in workshop in order to deepen their analysis of creative non-fiction pieces being discussed.
- practice the behaviors of committed creative writers by keeping a writer’s notebook of ideas, reflections, and notes on writing.
- reflect on the conventions of drama, practice writing stage directions, and imagine the effect of nonverbal cues as a form of communication.
- respond to creative prompts in their journals to generate material for dramatic scenes.
- read and analyze published models to reflect on the elements of playwriting specific to the ten-minute play.
- demonstrate their understanding of the playwriting elements through the writing and revising of their own ten-minute play.

- direct and perform an original play to demonstrate understanding of stage direction and nonverbal cues.
- actively watch and critique at least one student-performed play.
- read and analyze the script and performance of at least one student created play.
- further revise all major writing projects from the semester.
- reflect on the following for each of the major writing projects:
  - the writing process and revision decisions throughout this process;
  - influence of other writers (published authors and classmates) that have influenced style, theme, subject matter, or revision decisions;
  - strengths and weaknesses as a writer within particular genre.
- create a portfolio of major revised writing pieces, including earlier drafts that document growth as a writer.
- use raw material from journals and/or writer’s notebook entries to create two – three new pieces in any creative genre to be collected in the portfolio.
- reflect on their overall growth as creative writers over the course of the semester in an introductory letter to their portfolio.
- read, critique, and celebrate the portfolios of writing group members.
- write a letter to each of their writing group members, celebrating that writer’s strengths as a writer, offering suggestions for future writing revisions and projects, and sharing how they have grown as writers in writing group.

### **Skill Objectives**

Students will:

- demonstrate understanding of word choice.
- practice concise use of language.
- revise for redundancy and wordiness.
- consider beginning a sentence with a conjunction.
- use sentence fragment for emphasis.
- revise for sentence variety.
- avoid sentence sprawl.
- recognize and revise for exaggeration, over-generalizations, clichés, and jargon.
- demonstrate use of dash and ellipses.

### **English Standards**

***Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.***

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will identify, use and analyze text structures

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

Students will analyze the meaning of words or phrases in context.

Students will use content vocabulary appropriately and accurately.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will identify and analyze the differences between structures of fiction and nonfiction.

Students will analyze literary conventions and devices an author use and how they contribute meaning and appeal.

**Students recognize that readers and authors are influenced by individual, social, cultural and historic context.**

Students will discuss how the experiences of an author influence text.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

**Students prepare, publish, and/or present work appropriate to audience, purpose and task.**

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Students will revise texts for organization, elaboration, fluency and clarity.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?

## **Focus Questions**

- What elements are necessary for a supportive, inspirational, creative community of artists?
- What is each individual's personal responsibility in creating an effective community of writers?
- How can specific, constructive, and guided feedback challenge and inspire an individual artist through their writing process?
- How can the process of reading and writing reveal emotional truths for the artist and the audience?
- What principles and practices of academic writing can a writer use as tools for the craft of creative writing?
- What is poetry? How does poetry differ from other creative writing genres? How is poetry similar?
- How does the arrangement of words or thoughts or images in a poem help to clarify, construct, or reveal meaning?
- How do a poet's stylistic choices affect purpose, intent, and meaning?
- What elements of poetry can be used to develop the writer's authentic voice?
- What is fiction? How does it differ from autobiography?
- How can structure, narrative point of view, character, setting, dialogue, and conflict help a writer tell their story?
- How can fiction be written so as to uncover truths about real-world human conflicts, crisis, and conditions?
- What is creative nonfiction? How does creative nonfiction differ from fiction and creative writing genres? How is creative nonfiction similar?
- How do structure, voice (perspective), dialogue, and setting help to clarify, construct, or reveal meaning?
- How do a writer's stylistic choices in the creation of memoir, personal essay, and instructive creative nonfiction affect purpose, intent, and meaning?
- What obligations to "truth" and fact are inherent in the creation of nonfiction?
- What is drama? How does playwriting differ from other creative writing genres? How is playwriting similar?
- How does the Ten-Minute Play subgenre differ from a traditional play with multiple scenes and acts?
- How does a playwright's stylistic choices affect theme, purpose, and meaning?
- What elements of playwriting serve as a foundation for the reading, writing, and performing of drama?
- How do nonverbal cues and movements contribute to character, conflict, theme, and overall meaning of a play?
- What is creative writing?
- How does the craft and practice of creative writing contribute to an understanding of personal identity and experience?
- How does a writer's stylistic choices affect purpose, theme, and meaning?
- What elements of creative writing serve as a foundation for the reading and writing of creative writing?

- How does a writing group contribute or influence the writing process?
- How does studying published authors, poets, and playwrights influence the writing of creative writing?



# **UNITS of STUDY**

## **Unit 1: Building a Community of Writers**

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will identify, use and analyze text structures

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historic context.**

Students will discuss how the experiences of an author influence text.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?

### **Focus Questions**

- What elements are necessary for a supportive, inspirational, creative community of artists?
- What is each individual's personal responsibility in creating an effective community of writers?
- How can specific, constructive, and guided feedback challenge and inspire an individual artist through their writing process?
- How can the process of reading and writing reveal emotional truths for the artist and the audience?
- What principles and practices of academic writing can a writer use as tools for the craft of creative writing?

### **Unit Objectives**

Students will be able to:

- use the writing process as a constructive, meaningful process to organize thoughts and explore ideas through writing and the revision of writing.
- discuss the principles of academic writing that are essential for creative writers such as revision process, consideration of audience and purpose, coherency and style.
- establish guidelines for writer's workshop etiquette and expectations.

- demonstrate an understanding of guidelines and expectations for writing conferences with the teacher.
- participate in a model writer's workshop using a published poem as the subject.
- discuss the function and value of maintaining a writer's notebook and begin their own writer's notebook.

### **Assessments**

- Two entries in the writer's notebook
- Written critique for the model writer's workshop session

### **Pacing**

Two weeks

## **Unit 2: Introduction to Poetry**

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will identify, use and analyze text structures

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

Students will analyze the meaning of words or phrases in context.

Students will use content vocabulary appropriately and accurately.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author use and how they contribute meaning and appeal.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

**Students prepare, publish, and/or present work appropriate to audience, purpose and task.**

Students will revise texts for organization, elaboration, fluency and clarity.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?

### **Focus Questions**

- What is poetry? How does poetry differ from other creative writing genres? How is poetry similar?
- How does the arrangement of words or thoughts or images in a poem help to clarify, construct, or reveal meaning?
- How do a poet's stylistic choices affect purpose, intent, and meaning?
- What elements of poetry can be used to develop the writer's authentic voice?

### **Core Topic**

- Poetry

### **Unit Objectives**

Students will be able to:

- write entries weekly in a writer's notebook in order to practice, explore, analyze, and think about their poetry.
- explore the meaning and definition of poetry through readings of published poetry, through their own writing, and through class discussion.
- write six - eight poems using various techniques and topics.
- experiment with elements of poetry in brief writing exercises recorded in their journals.
- read and analyze student poems before they are scheduled to be discussed in workshop.
- analyze student-generated poems in the form of one written critique per workshop session.
- revise three poems using feedback from one workshop session, one peer editing session, and at least one writing conference.
- demonstrate their understanding of poetic elements through the writing of their own poetry and through participation in workshop sessions.
- read and analyze published poetry as models for their own work.
- reflect on their stylistic choices that help to clarify, reveal, and convey the meaning and ideas inherent in the work.
- examine traditional forms of poetry (villanelle, sestina, and ode) through reading and analyzing published poems and writing their own poem in one of those forms.
- perform at least one original poem in a public or classroom setting.
- use multimedia technology to create an audio visual experience with their own poetry.
- write one page of each poem before each workshop session.
- participate in workshop in order to deepen their analysis of poems discussed.

### **Skill Objectives**

Students will:

- demonstrate understanding of word choice.
- practice concise use of language.

### **Assessments**

- Workshop/Writing Critiques
- Six - eight first draft poems
- Three revised poems with one-two paragraph reflection on the revision process

### **Pacing**

4 weeks

## **Unit 3: Introduction to Fiction**

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will identify, use and analyze text structures

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

Students will analyze the meaning of words or phrases in context.

Students will use content vocabulary appropriately and accurately.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify and analyze the differences between structures of fiction and nonfiction.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will write to delight in the imagination.

**Students prepare, publish, and/or present work appropriate to audience, purpose and task.**

Students will revise texts for organization, elaboration, fluency and clarity.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?

### **Focus Questions**

- What is fiction? How does it differ from autobiography?
- How can structure, narrative point of view, character, setting, dialogue, and conflict help a writer tell their story?
- How can fiction be written so as to uncover truths about real-world human conflicts, crisis, and conditions?

### **Core Topic**

- Fiction

### **Unit Objectives**

Students will be able to:

- continue to write in their writer's notebook to generate material for potential dramatic conflicts, ideas for theme, setting details, and narrative point of view.
- explore and practice voice and dialogue for their characters.
- read, discuss, and reflect on the elements of fiction specific to flash fiction and short story writing through the study of published models.
- write two complete pieces of fiction.
- analyze at least three student-generated stories in the form of critiques written for workshop sessions.
- engage in respectful criticism of student-generated fiction through peer editing and workshop sessions.
- use feedback from peers and instructor to revise one of their own stories.
- demonstrate their understanding of elements of fiction through writing, revision, and workshop participation.
- read and analyze selected stories *before* they are scheduled to be discussed in writing workshop.
- write one page responses to at least three stories before workshop session.
- participate in workshop in order to deepen their analysis and understanding of fiction.

### **Skill Objectives**

Students will:

- revise for redundancy and wordiness.
- consider beginning a sentence with a conjunction.
- use sentence fragment for emphasis.

### **Assessments**

- Workshop Critiques and Participation
- Flash fiction piece (fewer than 1000 words)
- Short story concentrating on elements of fiction studied in class
- Revised short story with one page reflection outlining the ways in which workshop has informed their revision process

**Pacing**  
4 weeks



## **Unit 4: Introduction to Creative Nonfiction**

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will identify, use and analyze text structures

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

Students will use content vocabulary appropriately and accurately.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will identify and analyze the differences between structures of fiction and nonfiction.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

**Students prepare, publish, and/or present work appropriate to audience, purpose and task.**

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Students will revise texts for organization, elaboration, fluency and clarity.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?

### **Focus Questions**

- What is creative nonfiction? How does creative nonfiction differ from fiction and creative writing genres? How is creative nonfiction similar?
- How do structure, voice (perspective), dialogue, and setting help to clarify, construct, or reveal meaning?
- How do a writer's stylistic choices in the creation of memoir, personal essay, and instructive creative nonfiction affect purpose, intent, and meaning?
- What obligations to "truth" and fact are inherent in the creation of nonfiction?

### **Core Topic**

Creative Non-Fiction

### **Unit Objectives**

Students will be able to:

- generate ideas for memoir and essay topics.
- develop a definition for the term "essay" which illustrates the complexity and creative potential of that genre.
- read, reflect, and discuss essays about the genre of creative nonfiction.
- read and analyze model creative nonfiction essays.
- establish and work within ethical guidelines for the writing of nonfiction.
- practice techniques of reporting and journalism in the form of brief writing exercises.
- experiment with blending scene and reflection into a unified piece of writing.
- read and analyze selected essays before they are discussed in writing workshop.
- write at least three one-page responses to the writing of others.
- participate in workshop in order to deepen their analysis of creative non-fiction pieces being discussed.

### **Skill Objectives**

Students will:

- revise for sentence variety.
- avoid sentence sprawl.
- recognize and revise for exaggeration, over-generalizations, clichés, and jargon.

### **Assessments**

- Workshop Critiques and Participation
- Memoir or personal essay
- Creative nonfiction essay with a student-specified, real-world purpose and audience

- Revised essay with one page reflection outlining how their studies in the unit informed their revision process

**Pacing**

4 weeks

## **Unit 5: Introduction to Drama**

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will identify, use and analyze text structures

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

Students will use content vocabulary appropriately and accurately.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students prepare, publish, and/or present work appropriate to audience, purpose and task.**

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?

### **Focus Questions**

- What is drama? How does playwriting differ from other creative writing genres? How is playwriting similar?
- How does the Ten-Minute Play subgenre differ from a traditional play with multiple scenes and acts?
- How does a playwright's stylistic choices affect theme, purpose, and meaning?

- What elements of playwriting serve as a foundation for the reading, writing, and performing of drama?
- How do nonverbal cues and movements contribute to character, conflict, theme, and overall meaning of a play?

### **Core Topic**

- Drama

### **Unit Objectives**

Students will be able to:

- practice the behaviors of committed creative writers by keeping a writer's notebook of ideas, reflections, and notes on writing.
- reflect on the conventions of drama, practice writing stage directions, and imagine the effect of nonverbal cues as a form of communication.
- respond to creative prompts in their journals to generate material for dramatic scenes.
- read and analyze published models to reflect on the elements of playwriting specific to the ten-minute play.
- demonstrate their understanding of the playwriting elements through the writing and revising of their own ten-minute play.
- direct and perform an original play to demonstrate understanding of stage direction and nonverbal cues.
- actively watch and critique at least one student-performed play.
- read and analyze the script and performance of at least one student created play.

### **Skill Objective**

Students will:

- demonstrate use of dash and ellipses.

### **Assessments**

- Critiques
- Ten-Minute Play
- One – two page analysis of their own use of playwriting elements to convey theme and meaning.

### **Pacing**

2 weeks

## **Unit 6: Final Portfolio (fulfills requirements for Senior Project)**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

**Students prepare, publish, and/or present work appropriate to audience, purpose and task.**

Students will revise texts for organization, elaboration, fluency and clarity.

### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?

### **Focus Questions**

- What is creative writing?
- How does the craft and practice of creative writing contribute to an understanding of personal identity and experience?
- How does a writer's stylistic choices affect purpose, theme, and meaning?
- What elements of creative writing serve as a foundation for the reading and writing of creative writing?
- How does a writing group contribute or influence the writing process?
- How does studying published authors, poets, and playwrights influence the writing of creative writing?

### **Core Topic**

- Portfolio

### **Unit Objectives**

Students will be able to:

- further revise all major writing projects from the semester.
- reflect on the following for each of the major writing projects:
  - the writing process and revision decisions throughout this process;
  - influence of other writers (published authors and classmates) that have influenced style, theme, subject matter, or revision decisions;
  - strengths and weaknesses as a writer within particular genre.
- create a portfolio of major revised writing pieces, including earlier drafts that document growth as a writer.
- use raw material from journals and/or writer’s notebook entries to create two – three new pieces in any creative genre to be collected in the portfolio.
- reflect on their overall growth as creative writers over the course of the semester in an introductory letter to their portfolio.
- read, critique, and celebrate the portfolios of writing group members.
- write a letter to each of their writing group members, celebrating that writer’s strengths as a writer, offering suggestions for future writing revisions and projects, and sharing how they have grown as writers in writing group.

**Assessment**

- Portfolio

**Pacing**

2 weeks

**Texts such as:**

**Unit 1**

- “Beginner’s Mind, Pen and Paper,” “First Thoughts,” and “Writing as a Practice” from *Writing Down the Bones*
- “Calming the Inner Critic and Getting to Work” by Allegra Goodman and “All the King’s Mentors” by Jay Parini from *Writers on Writing*

**Unit 2**

- “Awful Poems,” “The Art of Revision,” and “After-Glow: The Interior Music” from *In the Palm of Your Hand: The Poet’s Portable Workshop*
- “Composting,” “A List of Topics for Writing Practice,” “Fighting Tofu,” “Trouble With the Editor,” and “We Are Not the Poem” from *Writing Down the Bones*
- Various model poems

**Resources**

- *In the Palm of Your Hand: The Poet’s Portable Workshop* by Steve Kowitt
- *A Kick in the Head: An Everyday Guide to Poetic Forms* by Paul B. Janeczko
- *Room to Write* by Bonni Goldberg

**Unit 3**

- Selections from *Points of View*
- Model flash fiction pieces
- “A Storyteller Finds Comfort in the Cloak of Anonymity” by Susan Richards Shreve and “They Leap From Your Brain and Then Take Over Your Heart” by Andrew Greeley and “A Novelist’s Life is Altered by Her Alter Ego” by Marcia Muller from *Writers On Writing: More Collected Essays, Volume II*

**Resources**

- *Room to Write* by Bonni Goldberg
- *Writers On Writing: More Collected Essays, Volume II*

**Unit 4**

- *The Art of Creative Nonfiction* (Lee Gutkind)

**Unit 5**

- Model Ten-Minute plays

**Resources**

- Stephen Sossaman, *Writing Your First Play*
- Buzz McLaughlin, *The Playwright’s Process: Learning the Craft from Today’s Leading Dramatists*

**Unit 6**

- Benchmark Student Portfolios from previous years