



Creative Writing I Syllabus

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Course Description

“A word after a word after a word is power.” --Margaret Atwood

It is through writing that life can become more meaningful--for yourself *and* others. Writing can clarify, heal, excite, encourage, remind, and inspire real change in the world. It's time for you to share what's on your mind!

This course will give you the opportunity to think and write creatively in many different genres. We'll read and write short stories, flash and microfiction, creative nonfiction, poetry, drama, and more. This class could be the beginning of your future as a poet, blogger, novelist, screenwriter, or life-long story-teller.

Effort and participation will determine your grade; if you consistently write, collaborate, and revise, you will earn a strong score.

Learning Targets

Creative Writing

Using a variety of brainstorming and drafting strategies, you will produce clear and coherent writing in a multitude of genres. You will learn how to select appropriate organization, details, and literary elements for the specific task, purpose, and audience.

Close Reading

You will take the time to notice and enjoy many genres of writing, focusing on organization, style, details, and purpose.

Revision

You will revise your own writing and the writing of your peers to foster idea generation, growth, and a creative community. You will apply specific suggestions from peers and the instructor to strengthen your work.

Collaboration & Discussion

You will actively and thoughtfully participate in writing workshops and other creative discussions to develop ideas, writing, and small group presentations.

Student Expectations

Daily Materials

- Independent reading book (from school or instructor library)
- Three-ring binder for materials and portfolio
- Three-ring binder tabs for organization
- One-subject notebook exclusively for this class -- this will serve as your journal
- Writing utensil

Suggested Material:

- Post-its
- Highlighters

Attendance Policy: To become a successful writer takes one thing: writing. Attendance and participation are crucial to growth and overall success. Please share planned absences with me in advance, but I know that life happens! **Google Classroom** will be updated daily with class materials and assignments; it is your responsibility to catch up when you fall behind.

Cell Phone Policy: Attendance is necessary, but being *active* and *present* is crucial. In order to ensure every student is getting the most out of their Creative Writing experience, cell phone use will be restricted. Students will be required to store their devices in their individual desk pockets unless instructed otherwise. Abuse of this policy will be tracked in Synergy. Students will have 5 chances to practice responsible technology use before their instructor contacts home and the office. Every abuse thereafter will result in a referral.

Formative Work (20%): Writing is a creative process--practice is essential. It is through daily writing and revision that you will become a better reader and writer. Formative work is necessary because it provides you with the opportunity to receive feedback from yourself, peers, and your instructor.

Summative Assessments (80%): You will produce a **portfolio** of your strongest work throughout the course by following an effective writing process. This portfolio must feature writing from *each genre* we learn and will be assessed by your instructor at the midterm. A completed portfolio will serve as your Common Summative Assessment at the end of the trimester. An incomplete portfolio will result in a zero in the grade book. Completed portfolios, even if you are gone on the due date, are still due on that day. Other revised writing assignments may also be assessed as a summative.

Late or Missing Work: The purpose of formative work is to practice essential skills that we are learning in class. Because of this, there should be little or no late work. In order to move your learning forward, keep up with the work in class and meet deadlines. *You will earn an F for missing work; teachers will assess late work based on your mastery of the skill.*

Re-learning Opportunities: If you do not reach proficiency on any performance task, you have the opportunity for re-learning. To take advantage of this opportunity, set up a conference with your teacher. Then, schedule a time to try again. Because we will continue to introduce new concepts and practice tasks in class, complete your re-learning as soon as you can!

Student Re-learning Responsibilities:

- The first attempt is important. The effort you make on your first attempt may impact your opportunity for learning/re-assessing.
- Complete the required and necessary re-learning steps in order to reassess. This may mean additional time with the teacher before or after school, additional practice work, or other interventions.
- Communicate as soon as possible after the assessment that you would like to reassess parts or all of the summative assessment.
- The student is the advocate for the re-learning.

Grading Breakdown:

20%: Formative Assessments (Daily Practice Work)

40%: Midterm Writing Portfolio

40%: Final Writing Portfolio (Common Summative Assessment)

Grades will be posted on A-H Connect and updated bi-weekly. Please see your teacher before or after class to discuss missing work/grades.