



Creative Writing II 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!

In Creative Writing I, you explored a variety of genres and learned the strategies and writing processes for each. Now you will further practice your writing skills within **one** genre and develop a portfolio of revised work.

For example, you may choose to write a couple of short stories, begin a novel, draft a drama, or compose a collection of poetry. Based on your project selection and individual goals, you will create your own writing schedule with deadlines and writing conferences. However, this individualized schedule must align with the writing workshop schedule created by your instructor.

You will be required to participate in a variety of daily lessons and assignments we do as a class, including silent reading, writing prompts, and collaboration. Through continued practice and revision, you will demonstrate growth in creativity and writing.

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 self-selected genre. You will learn how to develop appropriate organization, details, and literary elements for the specific task, purpose, and audience.

Close Reading

You will take the time to notice and enjoy different 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 (Not for Grade): 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 (100%): You will produce a **portfolio** of your strongest work throughout the course by following an effective writing process. It will be assessed by your instructor throughout the course based on your individual writing schedule. The final 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.

This portfolio will include revised selections from your time in the course and your self-selected genre project. The completed genre project could be a selection of short stories, poetry collection, one act play, section of a novel, etc. You will determine a writing schedule that aligns with class workshop days and writing conferences. You will check in at least three times with the instructor throughout the course for feedback.

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.

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:

Not for Grade: Formative Assessments (Daily Practice Work)

50%: Midterm Writing Portfolio

50%: 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.