

## Creative Writing Course Overview

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Franklin High School  
**2019-2020**  
Grades 9-12

**Our Focus:** Explore your voice. Explore writing.

**Course Description:** In this year-long elective writing class, students will focus on writing to develop ideas and nurture detail through non-fiction, fiction, poetry, and other written forms. We write every day and will explore different writing techniques and styles. Writing skills will be developed not only through the pre-writing phase of journaling and generating, but also through reading, experimenting/revising, rewriting, editing, and collaborating. Students will read, examine, analyze, and model writing in various styles: creative non-fiction, fiction, poetry, and playwriting. Students must be willing to share their work--reading aloud and sharing their ideas in small and large group. Students will evaluate their own work, as well as the work of others in a positive, constructive, and kind manner. Student will also research authors and read genre-focused choice books to better understand the writing process. Our goal is to become a community of writers who experiment, craft, and revise our work.

### Topics of Instruction:

- Journaling
- Response / Reflection
- Creative Non-Fiction
- Fiction
- Poetry
- Playwriting

### Required Materials / Supplies:

- Writer's notebook
- Writing utensils
- Folder for resources, handouts
- Planner
- Genre-focused Choice Book

### Assessment and Grading:

Students writing will be evaluated on the basis of their writing process: the in-class exercises and rough drafts that will go in their Writer's Notebook, and their completed quarterly writing projects.

40% Writer's Notebook: writing process

60% Quarterly Writing Projects: final works in non-fiction, fiction, poetry, experimental works, independent reading project

**Grading Scale:**

A	4.0-3.6
B	3.5-3.0
C	2.9-2.5
D	2.4-2.0
F	1.9 and Below

**Note:** Synergy does not correctly show the D grade. For 2.4 and below, Synergy shows an F. That is not accurate. Please use this scale.

**Absences and Due Dates:**

- All in-class writing process assignments and final pieces are due at the beginning of the class on the day specified.
- If learning is missed due to an absence, you are responsible for getting the information, and the in-class practice.
  1. Ask a fellow student what you missed
  2. Visit the Extras folder in the back of the room
  3. Then ask me if you have questions.
- If a student turns in late practice or final pieces, you will not receive feedback from me, only a grade. If you pre-arrange verbally or via email to extend the due date the day before it is due, you will receive feedback. Most final pieces are due at the end of the quarter; they will not be accepted once we move into the next unit.

**Behavioral Expectations:**

At Franklin High School, in addition to following all school rules, we expect staff and students to:

**Strive to be...**

**Thoughtful** – We celebrate the diversity and recognize the varied learning needs of our peers.

We put time and effort into our work.

We are engaged in the classroom and learn bell-to-bell.

We process complex issues with care.

**Respectful** – We respect the diverse learning needs of our peers.

We follow directions and class norms.

We do not use racist, sexist, or homophobic language of any kind.

We keep distractions, such as electronic devices, put away during class time, unless otherwise directed.

**Organized** – We are present and on time for class.

We bring all necessary materials.

We keep track of assignments, deadlines, and activities.

**Neighborly** – We only leave class when we have a hall pass.  
We treat the learning environment with care.  
We clean up after ourselves.  
We help when we see a need.

**Generous** – We share our resources with each other.  
We offer a fresh start to staff and ourselves.  
We help each other when needed.

If problems arise as a result of disregard for behavioral expectations, these are the **consequences**:

1. Warning; talk to you, privately if possible
2. Conference with you and possible school support team / Level 1 Report documentation
3. Call Home
4. If these steps do not resolve the problem, a conference with school administrator will be necessary / Level 2-3 Referral

**Technology Policy:**

Phones need to be **off and away** in the classroom, unless otherwise directed. According to school policy, if a student has a phone out in class, the **phone will be collected and brought down to the VP Office**. The student can pick up the phone at 3:15 in the VP office. The second time, the parent is called to pick up the phone at the end of the day. For parents, if you need to contact your student during instructional time, please call the main office 503-916-5140.

**Academic Honesty:**

Academic honesty is expected from all students. Cheating or plagiarism will not be tolerated. An example would include plagiarism, which is the intentional or unintentional failure to give clear credit to the author of words or ideas not your own. Consequences: No credit given for initial attempt at skill. Must be redone and completed within specific dates. Will also follow school rules regarding academic dishonesty and write a referral. Please ask me, at any time, if you have questions about what might be considered plagiarism.

**Hall Pass:**

I expect you to stay in class for the full period. Please go to the bathroom during passing time or lunch. If you must leave class, you may only go during work time, and need to ask me before you take the hall pass and leave. No passes the first 15 minutes or last minutes of class.

**Seating:**

I rotate the seating chart throughout the year; it is imperative that you and your classmates work together to improve your understanding. Let me know if your seat needs to be changed, to sit closer.

**Food and Drink:**

Please refrain from eating or drinking in the classroom. Eating is too distracting. Water is fine.

**Special Education Students:**

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

**ELL:**

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) such as:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for students responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small/large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

**TAG:**

Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills.

Please feel free to speak with me about concerns you may have or to ask if you have any questions.

Welcome! I am excited to embark on our learning and writing--together.

--Ms. Gromko