

Course: Creative Writing Grades: 9-12

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Course Description:

In this elective writing class, students will write every day and will explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will examine various styles of writing by reading well-known and not so well known writers from all genres. Not only will students look at a variety of writing styles, but film and art will also be incorporated into this course of study. Students must be willing to share their work; that is, students must be willing to read aloud and share their ideas with the group. Students will be asked to critique their own work and the work of others in a positive and gentle manner. Students will research authors to better understand a writer's writing process and secrets to their success. As a community, we will learn a great deal about each other by writing across various modes and describing how our writing works and what it does through various methods centering on close examination of language.

Topics of Instruction:

- Journaling
- Response/Reflection
- Personal Essay
- Creative Non-fiction
- Short Story
- Poetry
- Experimental Text
- Playwriting

Grading Policy:

Students are expected to do their best work on every assignment. If a student is having difficulties with assignments or having a personal emergency, student may set up a meeting time with me for help. You will be graded on meeting general proficiencies related to the genres of writing that we cover.

100 - 90 A

89 - 80 B

79 - 70 C

69 - 60 D

59... F

Make-up Work/Late Work Policy:

Homework should be completed by the class time it is due. If student is absent, s/he is responsible for getting missed assignments. If absence is excused, s/he is allowed to make up work without penalty. Student has until the end of a unit to turn in late work. Once unit is finished, late work will not be accepted without extenuating circumstances.

Classroom Rules:

- 1) Rules are designed to make sure that a student's behavior does not interfere with the learning of others. During the month of September, students will become familiar with Franklin's policies and procedures. Each student will be given a student handbook that outlines general information, student services, the attendance policy, code of conduct, and so on.
- 2) Cell phones, iThings, and other electronic devices are to be turned off before class. However, there will be times during class that these devices can be used. For example, some students use their phones as planners. Some students rely on music in order to concentrate on a piece of writing. If student has device out when device is to be put away, they will be given one warning to take care of device. If warning is ignored, I will confiscate the device and student can retrieve device after class. For further details, please see Student Handbook.
- 3) Rules will be enforced as necessary, but there will be more of an emphasis on teaching students how to be responsible for their own behavior. Students will be encouraged to Strive to be: Thoughtful, Respectful, Organized, Neighborly, Generous. Franklin STRONG!
- 4) There will be no racist, sexist, or homophobic language of any kind.
- 5) I expect students 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 do so during work time. You must have a pass in hand while out of the room.
- 6) Food and drink are acceptable, within reason. What you pack in, you must pack out.

Special Education/Individual Needs:

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 and work on larger assignments.

ELL:

Strategies used in this class to address ELL needs will include, but are not limited to, the following:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary
- Providing clear expectation of tasks, slower speech, and wait time for students response
- Scaffolding techniques such as think-alouds to support student understanding
- Frequent opportunities for student interaction (pair-shares, small and large group work)
- Activities that integrate reading, writing, speaking and listening
- Providing regular feedback

TAG:

Strategies used in this class to address TAG needs will include, but are not limited to, the following:

- Challenge prompts
- Flexible grouping
- Independent based learning
- Cluster grouping of TAG students
- Compacting curriculum