



Creative Writing Syllabus CHS English Department

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Creative Writing - 113 State Course #: 059999

Prerequisite: None

Elective Grade: 9-12

Graded Conventionally Credit: .5

Course Description: Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama, and fiction. Vocabulary development and creative writing techniques and skills are explored. Students will submit their work to local and national magazines and contests. Computers and notebooks are used for composition. Writings are presented orally and in written form.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**

- **Unit I Title: Creative Process**

- **Big Idea #1:** I can understand myself as a writer.

- *Essential Question #1:* What is the creative process?
 - *Essential Question #2:* How can the creative process be presented?
 - *Essential Question #3:* How does one's life inform creativity?
- **Big Idea #2:** I can collaborate with co-creators.
 - *Essential Question #1:* How does art/creativity intertwine?
 - *Essential Question #2:* What is collaborative art?
 - *Essential Question #3:* How does art impact teams?
- **Big Idea #3:** I can journal to convey my thoughts.
 - *Essential Question #1:* What components are needed in journaling?
 - *Essential Question #2:* How does journaling impact reflection?
 - *Essential Question #3:* What are ways in which journaling contributes to society?
- **Unit II Title: Short Fiction**
 - **Big Idea #1:** I can implement the elements of fiction.
 - *Essential Question #1:* What are the elements of fiction?
 - *Essential Question #2:* What is the difference between short stories and novels?
 - *Essential Question #3:* What are some known short stories?
 - **Big Idea #2:** I can create a short story.
 - *Essential Question #1:* How can I develop an effective plot?
 - *Essential Question #2:* How can I create subplots and themes?
 - *Essential Question #3:* How can I create developed characters?
 - **Big Idea #3:** I can analyze films and scripts.
 - *Essential Question #1:* How can I identify the plot of scripts/films?
 - *Essential Question #2:* How can I compare films with similar themes?
 - *Essential Question #3:* How do main characters develop in a film?
- **2nd or 4th Quarter**
 - **Unit III Title: Nonfiction**
 - **Big Idea #1:** I can implement the elements of non-fiction
 - *Essential Question #1:* What comprises nonfiction writing?

- *Essential Question #2:* What are the types of nonfiction writing?
- *Essential Question #3:* How is nonfiction writing artistic?
- **Big Idea #2:** I can distinguish between truth and reality.
 - *Essential Question #1:* What is truth?
 - *Essential Question #2:* What is reality?
 - *Essential Question #3:* How does truth and reality inform my creativity and writing?
- **Big Idea #3:** I can interview individuals effectively.
 - *Essential Question #1:* What are interviewing skills and strategies needed to conduct an interview and construct questions?
 - *Essential Question #2:* How can I reduce individual bias while interviewing?
 - *Essential Question #3:* What are the different structures of interviewing?
- **Unit IV Title: One Act/Presentations**
 - **Big Idea #1:** I can incorporate figurative language into my writing
 - *Essential Question #1:* What are the different types of figurative language?
 - *Essential Question #2:* How is rhythm created in work?
 - *Essential Question #3:* What are the different types of poems?
 - **Big Idea #2:** I can analyze drama/plays
 - *Essential Question #1:* What makes a poem good?
 - *Essential Question #2:* What makes a good play?
 - *Essential Question #3:* How can I creatively write a poem/play?
 - **Big Idea #3:** I can present my work of art
 - *Essential Question #1:* How can I project my voice?
 - *Essential Question #2:* In what ways can I present my final products?
 - *Essential Question #3:* What tone do I want to convey in my work?
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Composition Notebook
- 1-inch, 3-Ring Binder
- Pencils

Textbook:

- None

Supplemental Textbook(s):

- None

Electronic Resources:

- Google Chromebook
- Composition notebook
- Newsela
- CommonLit
- Google Classroom
- Padlet
- Edulastic
- Naviance

Course Expectations:

- Students will be expected to complete all assignments on time with maximum effort. Each student assumes responsibility for his or her own grade in this course. It is the responsibility of the student to request additional help from me, the teacher, if needed and to work alongside me to improve one's grade and performance. My desire is that every student will succeed in this course, and I will therefore make every effort to help every student succeed.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.

- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Creative Writing Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
