

**Course Name: Creative Writing**

**Course Number: ENG 357**

**Teacher Name(s): heather l. coenen**

**Course Description:**

This course builds on the writing skills and processes from English 1-2 and English 3-4. This course is for students who have mastered basic composition skills and who wish to continue to stretch and challenge themselves as writers. Writing forms that may be explored in this course are memoir, literary nonfiction essay, poetry, drama, among others. All students will produce a fifteen(+) page multi-genre/research project as well as a fifteen(+) page fictional story based on their research.

Selected Iowa Core 11-12 Grade-band Standards are the foundational elements of the instruction, learning, and assessment for this course.

**Iowa Core Standards:**

**Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

**Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**Assessment:**

Teacher will provide oral and/or written assessments for all student writing as well as for peer editing, journaling activities, group discussions, and student presentations. Assessment will be used to determine learning mastery. Students will reflect on their individual progress as a means of self-assessment. Final assessments for units and semester tests will focus on application of acquired understanding of content. A letter grade will be awarded based on the percentage of total points earned in the class.

**Content:**

Reading: short stories, drama, poetry, nonfiction, informational texts

Writing: narrative, poetry, journaling, research writing

Speaking and Listening: pair-share, peer editing, small-group discussion, large-class discussion, presentations, author-of-choice presentation

Language: Grammar, Usage, and Mechanics mini lessons and practice

**Plagiarism Guidelines:** As Creative Writing is a composition credit, I will institute the following specific and strict consequences for plagiarism also outlined in the Hempstead student agenda:

### **PLAGIARISM**

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by [www.dictionary.com](http://www.dictionary.com) as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: **BOTH parties are engaging in cheating**
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

#### **Juniors & Seniors:**

1<sup>st</sup> occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action



**Instructional Strategies:**

Teacher will provide instruction through

- Lecture/direct instruction
- Modeling
- Directing student research and writing
- Conferencing with individual students
- Small/Large Group discussion
- Facilitating student self-assessment

**Resources:**

*In Cold Blood* by Truman Capote as well as the film *Capote* (2005/R-rating) As the intended use of this novel and film is to discuss how non-fiction can be suspenseful, these resources may be substituted by another non-fiction novel – teacher discretion.

Essays, short stories, nonfiction pieces, poems, etc.

**Academic/Behavioral Expectations:****READING:**

Required readings center on a variety of writing genres that act as models for student writing. Students will read from magazines to learn writing techniques and analyze writing done by professionals. Students will read from books written to provide guidance and technique to young writers. Students will explore both literary and informational texts throughout the year with the goal of implementing writing strategies to improve their own writing or to generate creative ideas.

**WRITING:**

Students will actively participate in effective writing processes. Students will participate in various types of writing workshops and learn to share meaningful feedback with one another. Student writing will focus on original, clear, and creative expression. **The Plagiarism Policy as set forth in the Student Planner will be strictly enforced.**

**SPEAKING AND LISTENING:**

There will be numerous opportunities for students to engage in conversation—pair-sharing, small-group collaboration, large-group student-led discussions. In addition, students will share their learning and creative writing pieces with peers in both formal and informal settings.

**LANGUAGE:**

Grammar, Usage, and Mechanics (GUM):

Students will study this area via mini lessons and actual application in their writing assignments.

**CLASSROOM BEHAVIOR:**

The classroom must be a place conducive to learning. Students are expected to respect themselves, their classmates, school property, and their teacher. Teacher will address students' inappropriate behavior as necessary and follow school administration policies regarding consequences.

**MAKE-UP WORK:**

Work missed for any reason **MUST** be made up. Students are responsible for obtaining any missed assignments or notes. Students who miss one day will have one day to make up missed work. Students who have been absent for more than one day must arrange a make-up schedule with their teacher. Students absent on peer editing days will need to make arrangements with teacher and peers to edit during a free period or before or after school. Students absent on presentation days will present the first day of their return.

**LATE WORK:**

Late work is accepted as half credit. Students who contact the teacher due to extenuating circumstances might be allowed to turn in a late assignment without point reductions. Work for each unit will not be accepted once a unit has been completed.

**ATTENDANCE:**

I will be following the Attendance Policy 5107. This has been put forth by the State of Iowa and the DCSD; you can find this policy in the student handbook. I expect all students to be in class on time every day. If absenteeism (excused or unexcused) leads to a failing grade, it is possible that you could be dropped from this course. It is the student's responsibility to talk to me about their absenteeism.

**STUDENT IDs**

Per District expectation, high school students are expected to wear their student id while at school at all times. In this classroom, you will be expected to wear your student id. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

**MATERIALS:**

Students should have a pen, pencil, designated English spiral or folder with paper, and required texts with them every day.

**Grading Plan:**

I will follow the grading scale set forth in the student planner. All assignments are assigned a point value. The total number of points a student earns over the semester determines his/her grade. Grades are calculated by semester, so students start with zero points at the beginning of each semester.

**Communication Plan:**

Phone: 552-5439

E-mail: [hcoenen@dbqschools.org](mailto:hcoenen@dbqschools.org)

School website: [www.hempstead.dbqschools.org](http://www.hempstead.dbqschools.org)

Office Hours: 8:30-9:00am in the Eng/SS office