CREATIVE WRITING 12

### Linda Hamilton, M.Ed. Spring 2021

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or go to PCSS Teacher Pages on the school website and click on my name

**COURSE DESCRIPTION:** This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing: use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing.

**PREREQUISITE:** English 11

**ATTENDANCE POLICY:**

Students are expected to attend classes if they are healthy and to arrive on time and stay until the end of the class; however, exceptions will of course be made if a student or a family member is at high COVID risk due to pre-existing medical issues. Making up missed work due to an absence is the student’s responsibility, and to that end I will post everything that I can online on my teacher page. I am also happy to answer any questions via email or chat with you in person. Aparent/guardian phone call or note to the office can excuse an absence or allow a student to leave class early for an appointment (see school attendance policy in your agenda).

However, please note that attendance is important for satisfactory achievement because the course is taught in a workshop format. Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students’ growth as writers and final achievement in each unit; therefore, students are expected to submit work in each unit genre in order to meet course expectations. Late assignments will be accepted without mark deduction, but will not receive anecdotal comments. Work may not be accepted after “ultimate deadline” dates, usually within two weeks of the original due date. Extenuating circumstances must be discussed with the teacher in advance of due dates, and extensions may be negotiated in certain unforeseeable situations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period “catch-up” submissions are discouraged, and may not be possible, depending on proximity of original and ultimate due dates.

**COMMUNICATION PROTOCOLS:** Students are expected to check my teacher page in order to keep abreast of assignments. Assignment expectations, due dates, and assessment will be explained in class, but please note that this information will also be posted online for you to review. I will post the plan for the week on my teacher page every Sunday and I often give students monthly calendars with each thematic unit.

If you need to discuss anything with me, don’t hesitate to ask. If it’s a quick question, come in before class or stay a few minutes afterwards. If it will take more time, we can arrange a convenient time to meet. You can also e-mail me at linda.hamilton@yesnet.yk.ca (I check e-mail every school day).

**MATERIALS:** a binder (with lined paper), notebook for journaling if you have one already, pens, pencils, eraser, USB stick, highlighter, any texts we are using

**ELECTRONIC DEVICE POLICY:** Cell phones have become pervasive in our school, and most of us are still trying to figure out how to use these devices appropriately.  Most research suggests that unstructured technology use interferes with education. A study by the London School of Economics concludes that cell phones in schools “can have a negative impact on productivity through distraction.” It is also evident that most of us have little self-control when it comes to cell phones; we find it difficult simply to put them away.

We will address these realities in a class discussion, and as a class we will decide what the cell phone policy should be in class. Questions to consider: Should cell phones be kept out of sight during class? If and when should students use cell phones in class? When should students be required to place their cell phone in the transparent holder at the front of the room where it can be seen but not used? If the phone becomes an ongoing problem during class, what action should be taken?

Cell phones are useful if we are playing a Kahoot game, or if students need to find a more sophisticated word for their writing via an online thesaurus. Laptop computers may be used by students with accommodations or by students doing research or using a word processing program for a written composition; however, keep in mind the electronic device policy we develop and agree to as a class will also extend to laptop computers and iPads.

Students will be required to sign on to our **single sign-on portal** web page (**Rapid Identity**) using studentnumber@yesnet.yk.ca and a simple password that they must remember.

**ACADEMIC POLICIES AND PROCEDURES:** Expectations for individual assignments (including due date, content, and quality) will be made clear at the time the work is assigned. Assignments are due at the *beginning* of class and can be placed in the basket on my desk or emailed to me. Resubmissions will be accepted as long as **the original assignment and assessment rubric is attached to the revised piece.**

It is sometimes appropriate to use outside sources in your writing. However, **it is vital that you demonstrate academic integrity and give credit to your sources**. Taking another’s words or ideas and using them as though they are your own is considered plagiarism. *Plagiarism will not be tolerated.* Therefore, *always* give credit where credit is due. Students plagiarizing will be given a “0” and a warning. Second offences will result in a referral to the office and possibly the student being removed from the course, as per school policy. Plagiarism also includes copying classmates’ work, downloading essays from the Internet, and having tutors make major changes to your writing. Do your own work so you can learn from it!

**CLASSROOM BEHAVIOUR:**

* If you arrive late, please come in quietly. Get started on work if possible, or wait until an appropriate time to ask questions.
* Students should expect to remain in class for its entire duration. If you must leave, wait until an appropriate time to let me know (I need to know where you are in case of fire or other emergency), and return promptly. According to school policy, no student may leave class during the first or last 15 minutes.
* So long as we show RESPECT at all times (for one another, for school property, for ourselves and for learning) we will have an enjoyable classroom and school environment.

**FOOD AND DRINK POLICY:** Food and drinks are permitted in class as long as they do not interfere with classroom instruction or student work time. Students must also tidy up after themselves (put garbage and recyclables in appropriate containers).

**CLASS CONTACTS:** Find a student in the class whom you could contact if you have questions about assignments, or if you miss a class.

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| **OVERALL GOALS:**By the end of the course, students will demonstrate the following overall expectations within three strands:INVESTIGATING WRITING 1. Writing, Writers, and the Writing Life – demonstrate an understanding of writing as an art, a craft, and a career as they explore the work of a variety of Canadian and international writers.PRACTISING WRITING 1. Exploring Ideas, Forms and Styles – generate and experiment with ideas about writing content, forms, and styles; 2. Drafting and Revising – organize, draft and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience; 3. Editing, Proofreading and Publishing – use editing, proofreading, and publishing skills and strategies to refine and polish their work; 4. Collaborative Writing – collaborate in the writing process with peers by generating ideas, responding to peers’ work, and assessing peers’ work in a workshop settingREFLECTING ON WRITING  Metacognition – identify their strengths as writers, and areas where they could improve, and assess the growth and development of their own writing style. |

**COURSE MARKS AND REQUIREMENTS:** The course mark is broken down into four parts (see below) and consists of a variety of assignments and activities including an on-going writer’s journal (work diary), independent reading and reading notes, in-class culminating evaluations, peer editing and participation in writing workshops. Every 3 weeks I will provide students with a print-out of their marks.

* Reading, listening, viewing skills 10%
* Writing and representing skills 50%
* Speaking and Collaborating skills 20%
* Final Evaluation Creative Writing Project in genre of choice 20%
* You will produce a large writing piece and present a seminar on the creative process. This will include (but not be limited to)
	+ Frequent check-ins to show progress
	+ Peer Editing
	+ A detailed proposal including evaluative guidelines
	+ A seminar presentation