

Course Title: Dual-Enrollment Creative Writing
Teacher: Pilola

COURSE DESCRIPTION

Creative Writing introduces students to the fundamentals of writing poetry, fiction, drama, and essays. By reading selected works, students will deepen their understanding of each genre and discuss strategies for creating effective, imaginative works of their own. In addition to developing an enhanced appreciation and understanding of art, students will also be introduced to the basics of the publishing industry, at both ends. Students will prepare manuscripts for publication, as well as assist in the creation of a literary blog to better appreciate the selection and production processes of a literary magazine.

COURSE GOALS

- to create convincing works of poetry, fiction, nonfiction, and drama
- to prepare students for in-depth analysis of the above mentioned literary genres
- to identify the evolution of creative writing throughout history
- to polish grammar skills, writing mechanics, and the ability to communicate effectively
- to learn the proper academic and professional terminology for discussing literature
- to produce a literary publication of quality
- to publish original work or gain valuable experience in the world of publishing

PROCEDURES FOR BEGINNING CLASS

- Enter the classroom in an orderly manner. Report to your seat BEFORE the bell rings.
- Roll is taken immediately after the tardy bell rings. Absences and tardies are recorded at this time. Any tardy student must present a note of explanation. Unexcused tardiness to class is NOT allowed. Each unexcused tardy results in a demerit.
- Bring appropriate materials to class everyday:

Textbook—Literature: Human Experience(Shorter –Text)

Materials—three-ring binder for daily notes (divided into: Homework/Objectives, Notes, Assessments)
2 packs of 8.5x11 loose-leaf paper
Blue or black pens

Manuscripts—on the day we discuss each others' work, students are expected to bring the scheduled manuscript to class along with appropriate notes.

- Each day, students will write down the day's objective and homework assignment in the appropriate section of their Creative Writing binder.
- Students will then immediately begin to respond to the Reflection Activity in their Reflection Journals when class begins.
- Students will remain in their seats until dismissed.
- Students will act in a respectful manner towards the teacher, each other, and themselves.

GRADING, EXAMS, AND RESEARCH PAPER

- Averages for each grading period (9 weeks) are as follows:
MAJOR GRADES (50%)--tests, major scheduled writing assignments
MINOR GRADES (20%)--quizzes, some small group work, impromptu writing assignments, timed writing, etc.
HOMEWORK (15%)--homework, notes and criticism of scheduled manuscript, some small group work, selected Reflection Journal responses
PARTICIPATION (15%)—responding to each others' work, having appropriate materials, positive participation, being on task, following classroom rules
- Completed 9 weeks' averages are as follows:
CLASS AVERAGE (80%)—as determined above
EXAM (20%)--mid-term (1st nine weeks)/end-of-term exam (2nd nine weeks); exams will cover material for each 9 week period. All students will take a mid-term exam and an end-of-term exam.

- Final grade is determined as follows:
FIRST 9 WEEKS (50%)
SECOND NINE WEEKS (50%)
- Portfolio: In order to receive credit for the second nine weeks of Creative Writing, students *must* complete a portfolio of revised, copy-edited work. Students who choose not to will receive an incomplete (“I”) on their report card for the 9 weeks and the final grade. If the portfolio is not completed within two weeks after report cards have been sent home, the 9 weeks grade will become an F and the final grade will be averaged accordingly.

DAILY AND LONG TERM HOMEWORK ASSIGNMENTS

- Occasionally daily homework will be assigned that is to be turned in the next day. These assignments will be penalized by ten percent of the total score for each day they are late.
- The “Workshop,” a system in which we read, analyze, and comment on each others’ work, is a crucial aspect of this course. This being said, it is **absolutely critical** that the manuscripts scheduled for discussion have been read and commented on prior to the beginning of class. To ensure that the workshop runs efficiently and effectively, **a student’s comments on someone else’s work will be collected for credit.**
- Written projects, thesis, papers, research paper, or any other “major” assignment must be turned in on time to receive full credit. Any major assignment turned in one day late will lose 20 points; any major assignment turned in two days late will lose 10 additional points; after two days, the highest grade a student will receive is a 0.

Dual Enrollment

- Students are responsible for ensuring they have appropriately enrolled in the Thomas Nelson Community College (TNCC) course. I will do my best to answer any questions you have about Dual Enrollment and actively seek to assist you; however, the ultimate responsibility rests on your shoulders. That being said, review the following process to ensure you have completed at least these steps:
 1. Talk with Mrs. Miller to ensure you are eligible for Dual Enrollment (DE) credit.
 2. Complete the TNCC Application online
 3. Take the TNCC placement test
 4. Register by submitting the Dual Enrollment (DE) Permission Form to your teacher by February 9, 2010.

EXTRA CREDIT WORK

- Now and again there will be opportunities for “bonus points” on test or an extra homework grade of 100. However, no extra credit assignments intended to raise averages will be given to any student regardless of that student’s grade (whether it be failing or borderline A). Your work is based solely on the work you have accomplished by the end of each 9 weeks.

REQUIREMENTS FOR CREATIVE WRITING PAPERS

- All final drafts should be written neatly in blue or black ink or typed.
- Use the unlined corner for your name; instructor’s name; Creative Writing, block #; date, and honor code.
- Title your work on the top line of your paper.

ABSENCES AND STUDENT RESPONSIBILITY FOR MAKE-UP WORK

- Students will be allowed to make up work in the case of excused absences. This class work must be made up within a specific time period agreed upon by the student and teacher.
- Students will not be allowed to make up work in the case of unexcused absences.
- After an absence, students are required to get their assignment from the teacher either at the beginning or end of class. (DO NOT leave class without knowing what is expected of you.)
- In case of an illness, be sure to have your parent/guardian or a classmate turn in your assignment. For an extended absence, have your parent/guardian call the main office to have your assignments e-mailed to you or picked up in the office. This will alleviate being overwhelmed upon your return.
- In the case of a pre-planned, pre-approved trip of ANY kind (i.e. going out of town, sports tournament, field trip, etc.), please see the teacher for instructions regarding classwork.

- If a student is absent the day before a test is to be taken, he or she will be expected to take the test the day they return since all tests are announced about a week in advance. Students absent the day of a test will take the test the day they return.

OTHER PROCEDURES

- During fire drills, exit the building in a calm manner and line up in the designated area of the campus. During intruder drills, remain silent and sit in the designated corner of the room.
- Interruptions are inevitable. Students must continue working or sit patiently.
- Listen to ALL P.A. announcements.

PCHS HONOR CODE

- The PCHS Honor Code is based on the premise that PCHS students will not cheat, lie, or steal, nor tolerate those who do. The following statement will be written on all homework, reading logs, quizzes, tests, and papers: "I will abide by the Honor Code." A signature will follow the statement.

The following expectations will apply for Creative Writing and DE Creative Writing:

Homework: All homework must be performed individually unless otherwise authorized. The individual may use only the resources specifically authorized by the teacher.

Original Writing: T.S. Eliot once said that "Good writers borrow. Great writers steal." In this course, unfortunately, that is not the case. All work is to be the original work of the student author without the use of any outside aids.

Thesis/Research Papers: Research papers are to be the student author's original ideas supported by outside aids as authorized by the teacher. These outside aids must be documented correctly according to MLA standards.

Students should not rely on aid such as Cliff Notes, Monarch Notes, or Barron's Book Notes. Use of these aids or similar aids is expressly forbidden. If this type of aid is used, the student will be referred to the Honor Code Council.

ALL papers and major writing assignments will be subject to a plagiarism originality report generated by *Turnitin.com*. Any papers found to be plagiarized will be forwarded to the Honor Code Council for further determination as a violation of the Honor Code.

If at any time you are unsure as to what is expected regarding the Honor Code for a specific assignment, it is your responsibility to ask.

NOTE TO STUDENTS: All rules found in the Parent/Student Handbook will apply in the classroom

In class readings will be composed of selected fiction, poetry, drama, and non-fiction from Literature: Human Experience.

Additionally, handouts of short stories from electronic journals and other public domain sources will be provided to students.

We will study the evolution of written art, starting in prehistory and ending in the contemporary era. Be prepared to write in many styles! How well can you imitate the contemplative verse of the Romantic poets? Or the enthusiasm of the Georgians? Or the rebellious lust-for-life of a Beat Generation?

NOTE TO PARENTS AND GUARDIANS: I welcome and encourage questions and comments. Please feel free to correspond with me (or make an appointment) through mpilola@peninsulacatholic.com. Periodic updates will also be available on pilola.weebly.com