

# Dublin City Schools Advanced Creative Writing Graded Course of Study High School Elective

## Philosophy

Creative Writing inspires students to grow as both imaginative and creative writers. It encourages self-reflection and discovery through the creative process. According to the information outlined by the Partnership for 21<sup>st</sup> Century Skills, learning and innovation is essential for student success. Creativity, innovation, critical thinking, problem solving, communication and collaboration are skills that separate students who are prepared for the increasingly complex life and work environments of the 21<sup>st</sup> Century and those who are not. The thinking required of the writer during the writing process helps to develop these important 21<sup>st</sup> Century skills. The revision necessary to create a powerful piece of writing helps to build writing stamina, and critical reading skills.

## Program or Course Goals

Advanced Creative Writing will be offered to any student who has completed Creative Writing. The focus will be on higher-level writing in the areas of short story, poetry, drama, speech, and technical writing. Additionally, students will study the works of published authors as a means of developing and honing their own unique style. Students in this class will be expected to play key roles in the development and production of a literary magazine featuring pieces of student writing.

Students will participate in writing a variety of pieces.

Writing genres selected may include:

- Fiction
- Creative Nonfiction
- Various Styles of Poetry
- Drama (Playwriting, Screenwriting)
- Journal Writing
- Other Forms Including Graphic Novels, Children's Books, Narratives, Character Sketches

Students will analyze models and study published works.

Students will revise, edit and publish writing.

Students will participate in a writer's workshop on a regular basis and conference with others regarding their writing.



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## Ohio Academic Content Standard: Language Arts

Literary Text Standard:	Literary Text Benchmark(s)
<p>Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.</p>	<ul style="list-style-type: none"> <li>A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.</li> <li>D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.</li> <li>E. Critique an author's style.</li> </ul>
Writing Process Standard:	Writing Process Benchmark(s)
<p>Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p>	<ul style="list-style-type: none"> <li>A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</li> <li>B. Select and use an appropriate organizational structure to refine and develop ideas for writing.</li> <li>C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</li> <li>D. Apply editing strategies to eliminate slang and improve conventions.</li> <li>E. Apply tools to judge the quality of writing.</li> <li>F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</li> </ul>



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Writing Application Standard	Writing Application Benchmark
<p>Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.</p>	<p>A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.</p>
Writing Conventions Standard	Writing Conventions Benchmark(s)
<p>Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.</p>	<p>A. Use correct spelling conventions. B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical conventions of the English language.</p>



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<b>Communications: Oral and Visual Standard</b>	<b>Communications: Oral and Visual Benchmark(s)</b>
<p>Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.</p> <p>Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.</p>	<p>C. Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p> <p>F. Give presentations using a variety of delivery methods, visual displays and technology.</p>

