

Creative Writing - Course Overview
Semester 1, 2009-2010, Korea International School
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Picasso, Pablo. Girl Writing. Digital image. Modern Art. University of North Caroline Pembroke. Web. 10 Aug. 2009. <www.uncp.edu/home/canada/work/markport/lit/introlit/modernart.htm>.

Course Description: This is a semester course. Creative writing allows students to expand beyond traditional academic writing. It will help them to develop critical thinking skills, awareness for related art forms and find inspiration for writing they will use for other classes. Some examples of writing for this class include journal writing, social network/internet writing, poetry and script writing.

Evaluation

20%	Homework (various reading and writing assignments)
40%	Assessments: essays, tests, quizzes, major projects
30%	Classwork: participation, discussions, assignments
10%	Final Exam

Writing Activities

Online journaling
Finding sources of inspiration
Narrative writing
Descriptive writing
Connections to music, art and drama
Poetry

All policies and procedures outlined in the Middle School Parent/Student Handbook 2008-2009 will be enforced in the English classroom. Students and parents please take special note of the following:

Expected School-wide Learning Results (ESLRs) **p. 5**

Special attention will be placed on the reasoning and analyzing ESLR this year.

Academic Honesty Policy pgs. **17-18**

Cell Phone Policy **p. 21**

English Only Policy **p. 21**

Late work policy

- Work that is not turned in on time will be subject to the following penalties:

- 10% off the assignment for each calendar day that it is late. After 3 calendar days including weekends (except for Art classes) the student will receive a zero on the assignment.

-Please note that in the subjects of math and science, homework will not be accepted late but projects will follow the above policy.

*All assignments are due at the beginning of class.

Expected Learning Outcomes

Listening and Speaking

- Conveys a clear main point when speaking and stays on topic.
- Uses level appropriate vocabulary
- Gives formal presentations to the class.
- Utilizes appropriate verbal and nonverbal techniques for oral presentations.
- Asks questions to seek elaboration and clarification.
- Listens in order to understand topics.
- Understands the way language can change based on social, economic and regional differences.
- Comprehends how tone of voice and expression can influence a statement.

Reading

- Uses a variety of strategies to extend reading vocabulary.
- Is able to reflect on what has been learned after reading a piece of literature.
- Understands the uses of language in literary works to convey mood, images and meaning.
- Utilizes reading skills to understand a variety of texts.
- Knows the defining characteristics of a variety of literary forms and genres.
- Comprehends that every author will have his/her own writing style.
- Recognizes recurring themes in literature.
- Finds connections between literature in his or her life.

- Extends personal knowledge using new information.
- Aware of the variety of ways in which authors can express their viewpoints.

Writing

- Chooses a creative or expressive form of writing suited to the topic, audience or purpose.
- Organizes relevant ideas and information in preparation to begin writing.
- Engages the reader using an appropriate tone, mood, and revealing the author's distinct voice.
- Employs literary techniques suited to the genre and the writer's purpose.
- Utilizes vivid and precise language.
- Varies sentence structure and syntax for deliberate stylistic effects.
- Evaluates the creativity and/or expressiveness of the product using models with 6+1 as a tool to further revise and improve the piece.
- Demonstrates control over the conventions of Standard English.

Technology

- Uses a variety of criteria to evaluate and form viewpoints from visual media.
- Understands how language, symbols, images, sounds and other conventions are used in visual media.
- Comprehends reasons for varied interpretation of visual media.
- Recognizes that the reasons behind different interpretations of visual media and how they are formed.
- Constructs meaning in media projects.