Creative Writing

Creative Writing (4301) is a high school course that can be taken for elective credit.

Course Description

Creative Writing offers students the opportunity to develop their technique and improve their individual style in genres such as fiction, nonfiction, poetry, drama, and other forms of writing. The emphasis of the course is on writing; however, students may read exemplary works and study authors to obtain a fuller appreciation of writing craft and traditional forms. Although most creative writing classes cover several genres, others concentrate on a single genre such as poetry or playwriting.
Teachers of creative writing must hold a certificate in English.

Competencies

Strand 1. Writing Process: Students will use a recursive writing process to produce various types of prose, poetry, and/or scripts.

1. Generate multiple ideas for writing through observation, personal experience, collaborative discussion, research, brainstorms, and/or reading.
2. Use various techniques for organizing ideas such as outlines, storyboards, timelines, mind maps, and plot maps.
3. Refine ideas to emphasize the most significant and/or relevant elements for a piece, considering genre, purpose, and audience.
    A. Expand content as needed (e.g., introduce an internal conflict to a short story to develop the characters and plot).
    B. Condense content as needed (e.g., focus a personal narrative on riding a rollercoaster instead of describing the entire day at the amusement park).
    C. Shift content as needed (e.g., change a poem's topic to be about gardens instead of roses; move a scene in a script).
4. Compose multiple drafts with revisions as needed, showing growth based on self-evaluation and/or feedback (e.g., checklist, rubric, peer writing group, teacher conference).

5. Edit following the conventions of General American English as appropriate for purpose, genre, and grade level (e.g., mechanics, usage, grammar).
    A. Diverge from conventions, if desired, for an intentional effect (e.g., Emily Dickinson's use of dashes, Cormac McCarthy's lack of quotation marks for dialogue, e.e. cummings' exclusive use of lowercase).
    B. Responsibly employ and acknowledge the use of artificial intelligence to edit, if desired.
6. Craft final drafts that demonstrate growth in targeted writing techniques specific to the purpose and genre.

Strand 2. Genre Analysis: Students will develop an understanding of genre conventions and apply them in their writing.

1. Read and analyze mentor texts from a range of genres, styles, and time periods by national and international authors with various perspectives for authorial choices (e.g., craft, style, voice, theme, conventions) to inspire and enhance student writing.
2. Understand, apply, and combine, if desired, the conventions from various genres (e.g., romance, fantasy, science fiction, mystery, steampunk, flash fiction, free verse, slam poetry, satire, open letter, one-act play, graphic narratives) in writing.

Strand 3. Craft and Creation: Students will use a range of writing techniques to produce original prose, poetry, and/or scripts in various genres for their chosen purposes and audiences.

1. Apply literary devices, narrative techniques, and various stylistic devices (e.g., vivid word choice, concrete and descriptive language, sensory details, tone, voice, limited use of a language other than English) in writing.
2. Produce writing for a chosen audience and purpose from genres such as:
    A. Fiction that weaves together narration, description, and dialogue; features characters with personalities, histories, and motivations; incorporates conflict into a well-paced plot; and demonstrates characteristics from a particular genre (e.g., young adult, fantasy, science fiction, mystery, magical realism, historical, interactive).
    B. Creative nonfiction with a clear message, insight, voice, pacing, and when appropriate, character development, dialogue, and research from a particular genre (e.g., personal narrative, hermit crab, essay, satire, open letter, podcast).

C. Poetry with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, line and stanza breaks, and purposeful word choice and syntax positioned in a particular form (e.g., free verse, ode, pantoum, sonnet, haiku, sijo, villanelle, sestina, elegy, blackout, concrete).
D. Scripts with developed characters, authentic dialogue (e.g., advances plot, sounds natural), and logical plot outcomes structured in an industry standard format for screen or stage (e.g., scene headings, action lines, parentheticals, transitions, shots).

3. Follow ethical writing practices in the creation of original works by avoiding plagiarism and bias, respecting privacy, handling sensitive topics with care, and, when applicable, citing sources.

Strand 4. Evaluation and Community: Students will evaluate, collect, and share writing to engage in a supportive creative community.

1. Discuss and reflect upon specific strengths of a piece of writing with a rubric or checklist and provide suggestions for improvement to peers.
2. Consider differing perspectives and opinions from others when determining if and how to revise and edit work.
3. Maintain a physical or digital writing portfolio comprised of original pieces and reflections to demonstrate growth in various genres and to inspire a lifelong dedication to writing.
4. Read final drafts to an appropriate audience in the classroom (e.g., author's chair, readers theater, poetry and prose café), the school district (e.g., authors' night or poetry slam in auditorium, children's book in elementary school classroom), and/or the wider community (e.g., open mic).
5. Explore various publishing methods (e.g., blogs, websites, writing contests, online journals, school newspapers, literary magazines, school/class anthology, self-publishing) and, if desired, adhere to submission criteria to seek publication.
6. Participate in a writing community beyond the classroom (e.g., writing conferences, workshops, contests, author visits, literary festivals, publication opportunities, websites).

Note: The use of a parenthetical e.g. is Latin for "for example," so the provided lists throughout this document include suggestions, not requirements or limitations.

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Questions about this document?

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