Bexley City School District
A community of learners becoming productive global citizens and leaders

Creative Writing
Bexley High School

COURSE OVERVIEW: The emphasis in this semester-long workshop class is on production of original pieces of creative writing, in particular poetry and short fiction. Inspiration for writing these pieces can come from photography, art, film and music, as well as from personal experiences, literature, and the imagination.

ESSENTIAL QUESTIONS OF THE COURSE
- What tools do writers use to achieve their purpose, whether they are writing poetry or fiction?
- How do writers learn from models of good writing?
- How do we judge the quality of poetry and fiction?
- How do writers use the process of pre-writing, drafting, workshopping and refining to create a high quality piece of writing?

WEEK 1

- Introduction to creative writing: looking at the world as a creative writer
- Defining poetry
- Evaluating the quality of poems
- *Possible readings: Poems may include "Dulce et Decorum Est," "Mirror," "O Luxury," The Hitchhiker," "In the Station of the Metro," "The Red Wheelbarrow" and selected poems from* Good Poems; *Laurence Perrine's "Evaluating Poetry"*

WEEK 2

- The "journey" a poem takes—how a poem's meaning can shift from beginning to end
- Purposeful use of line and stanza breaks
- Choosing appropriate diction in a poem
- *Possible readings: "Mirror," "Monologue for an Onion," "December Moon," "Passengers"*

WEEK 3

- Introduction to the seven types of imagery and their purposeful use in poetry
- Introduction to haiku as poetic form and the role of imagery in the form
- *Possible readings: Poems may include "Root Cellar," "The Uniform, "Slowly," "The Blue Bowl" and selected haiku*

WEEK 4

- Introduction to the role of symbolism in poetry
- Introduction to the use of figurative language
- Generating original similes and metaphors and avoiding clichés
- *Possible readings: Poems may include "Digging," "Leningrad Cemetery," "Dream Deferred," "The Clarinettist," "How Poetry Comes to Me," "Schizophrenia" and "The Hitchhiker"*

WEEK 5

- Introduction to sound devices in poetry, including rhyme, alliteration, assonance, consonance, euphony and cacophony
- *Possible readings: Poems may include "Dulce et Decorum Est," "Landcrab," Restaurant," "Jabberwocky" and selected poems from* Good Poems; *songs may include Jay Z's "Hello Brooklyn 2.0"*

WEEKS 6-8

- Introduction to the process of revising poetry
- Revising poems for sound devices, imagery, figurative language, line breaks, stanza breaks
- Writing and revising original poems
- Selecting and developing poems for poetry portfolio
- Reflecting on the writing process
- Formal oral presentation of poetry portfolio

WEEK 9

- Introduction to the conventions of the short story
- *Possible readings: "Creative Writing 101" and "When Mr. Pirzada Came to Dine"*

WEEK 10

- Introduction to the conventions of character development in fiction
- *Possible readings: "Fiction is About People" and "Creating Memorable Characters"*

WEEK 11

- Character development continued
- Introduction to creating and maintaining tension in fiction
- Practicing character interaction and tension management
- *Possible readings: "Maintaining Tension" and "A Permanent Member of the Family"*

WEEK 12

- Introduction to point of view in fiction
- Discussion of purposeful use of point of view and practice with all major forms
- Practicing revision through the development of a short-short story focusing on point of view
- *Possible reading: "Sacred Heart"*

WEEK 13

- Introduction to realistic dialogue
- Conventions of writing and tagging dialogue in fiction
- Choosing and developing appropriate details of setting
- *Possible reading: "Cathedral"*

WEEK 14

- Developing a short story proposal, outlining the who, what, why, where, when and how
- Analyzing character development, tension management and pacing in the film *Arthur* (1981)

WEEKS 15-18

- Drafting short stories: managing character, tension, point of view, setting and dialogue
- Presenting drafts of short stories to class members and participating in a writer's workshop for feedback
- Revising and polishing short stories based on student and teacher feedback
- Reflecting on writing process