Creating Writing 1

Day 26
November 9th

• Daily Description: Describe falling snow.

• Agenda:
  – Daily Description
  – Review of Expectations
  – Citing Sources
  – Work Time
Today’s Objectives

• I will know the expectations of the CNF assignment.

• I will be able to correctly cite my sources in my CNF.
Open Mic Reading

• December 1\textsuperscript{st} from 6:30-8:30 pm in the library.

• Potluck snacks/dinner/soda.

• Invite friends and family.

• Bring stories and poems to share!
Creative Nonfiction Assignment

• Choose a topic that is meaningful to you and other students.

• Write either a literary journalism article or a personal essay in which you creatively and engagingly communicate information and your thoughts about the topic.

• Your approach, intention, and style should show your own engagement – as a writer, as a person, as a thinking soul – with the larger world.

• The tone can be serious, ironic, humorous – experiment!
• The article or essay must involve research and reporting of facts and be presented in a literary way. Your voice should be clear and engaging.

• Focus on writing concrete descriptions and metaphors.

• You should use baby steps, thought shots, and expanded moments.
• 2-3 pages (double spaced)
• May be typed or neatly hand written
• Must be factual (no embellishments)
• Use in-text citations to cite your sources

• Timeline:
• November 13th – final draft due
Expectations for Peer Review (Complete 2)

• **How to give meaningful response**

• **Point**: Point out and describe the really good stuff in this person’s writing. Your job here is to tell someone else what struck you as a reader and why it struck you. Explain specifically why you like certain parts of their writing.

• **Nudge**: Try to identify one thing they could address that would help you as reader with their writing. Give them a few suggestions or a thorough explanation of how you’re experiencing their writing.

• **Encouragement**: Talk to the writer about what they have accomplished so far. It is very helpful to hear how others read your writing, so summarize what they have said as you understand it and encourage them to go further with what they’ve done.
Writing Topic Sentences

• Directions: For each of the items on the next two slides, write a sentence that you feel would make a good first sentence for a paragraph about that topic.
• What if you arrived at school one day and only half of the number of teachers appeared?
• Suppose no one knew how to talk.
• What advice would you give a younger person about life?
• Suppose that insects and human beings changed sizes. How would that change life?
• What are the voices of springtime?
• If you were able to go back in time, when and where would you go?
• Imagine that overnight all currency in the world disappeared. What effect would this have on the economic system?
• If you could only see one person before you died, who might that person be?
Developing Paragraphs

• Narration - tells a story
• Exposition - explains a situation
• Definition - defines a word/idea
• Description - shows what needs to be seen
• Comparison - compares/contrasts anything
• Process Analysis - lists a series of actions
• Persuasion - tells the reader to think like you
Revision Strategies

• Read through your Peer Reviewer’s suggestions to help you see areas that need work.

• Look for places where you could insert a baby step or thought shot.

• Where could you include description, characterization, setting, or dialogue?
• Are you using expanded moments? Where can you slow down the action to let your readers experience the moment?

• Consider revising your opening lines and topic sentences.
At Home

• Read your paper out loud (even better – have someone else read it out loud to you). Do any sections drag? Try cutting out extra information or details to help you emphasize the most important.

• Read carefully to find any “clunky” sentences and look for any of the deadly sins. Fix them!