Burke High School
Creative Writing I
Course Syllabus

Instructor: Kristi Bryant
E-mail: Kristi.Bryant@ops.org
Office Phone Number: 557-3200
Plan Periods: Blocks 3 and 4
Office/Classroom: Room 101
Class LibGuide: https://libguides.ops.org/burkebryantCW

Burke High School Mission Statement
Burke High School is dedicated to providing an exemplary education through the collaborative efforts of students, parents, staff, and community.

Course Description
Creative Writing I is an elective writing course in which we will work together to create works of fiction, nonfiction, poetry, and drama. Students will learn the techniques and forms of different genres of literature. The students will be given enough time in class to finish much of the assigned work therein. The shared goal of the students will be submission of one work in an attempt to become published. The major projects will include, but may not be limited to: various types of poetry, a personal narrative, a short story, a children’s story, and a ten minute play.

Content Standards
Draft Writing
Writing Workshop
Writing Product
Publishing
Speaking/Listening

Course Expectations
• Read in a variety of genres and complete assignments and discussions related to your reading.
• Participate in daily in-class activities to develop writing skills.
• Write and revise drafts of original work in a variety of genres.

Class Expectations
• Students should be in their assigned seats and ready to work when the bell rings.
• Students will come to class prepared to learn with materials needed for class.
• Assignments: Students are expected to turn in assignments at the beginning of the class period of which they are due. Assignments can be either handwritten or typed unless otherwise noted in the instructions. It is the student’s responsibility to follow due dates and guidelines associated with assignments.
• Absences: If absent, the student is solely responsible for consulting the absences binder to see what has been missed and requesting makeup work. Students that are absent on the day of a quiz or test must set a time with Mrs. Bryant to take the missed exam. I am available to discuss makeup work immediately following class.
• Late work: Students are expected to complete missing work, and late work will be accepted as long as there is still opportunity to learn from it, though it may affect the student’s Life Skills grade. Missing assignments will not be accepted after the final summative assessment for the unit of instruction. A zero will then be entered for missing work.
**Major Units of Study:**

**Poetry** – learn and practice using elements of poetry; learn and practice using techniques to generate ideas, including using a writing notebook; draft your own poems; give and receive feedback from your peers; and revise your own poems to create strong final drafts. The focus on this unit is writing vivid, concrete descriptions and using similes and metaphors in your poems.

**Nonfiction** - learn and practice using important elements of storytelling, including characterization, setting, and conflict; draft your own nonfiction stories and essays; give and receive feedback from your peers; and revise your stories and essays to create strong final drafts.

**Fiction** – build upon the elements of storytelling practiced in the nonfiction unit; write drafts of original short fiction, focusing on interesting plots and believable dialogue; give and receive feedback from your peers; and revise your stories to create strong final drafts.

**Drama** – learn and practice using the correct formatting for scripts (for stage or screen); write an original play or screenplay; work with a small group to revise the play; and produce an in-class reading of the script.

**Honors/Advanced Project** – students taking this class for honors/advanced credit will complete all of the assignments outlined above. In addition, they will read a craft book from the class library, write a review of the book, and create and give a presentation on a selected topic from the book. Honors/advanced students will also submit an end-of-term portfolio.

**Assessment**
- Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
- Major tests and/or writing projects are to be expected at the end of each major unit outlined above.

**Honors/Advanced and Dual Enrollment** – Students taking Creative Writing 1 for the 2nd time receive honors credit and have the option of dual enrolling at UNO to receive college credit. The UNO course is WRWS 1500 for 3 credit hours. Dual enrollment information will be provided as the enrollment deadline approaches. Honors/Advanced students are expected to complete all class assignments, produce superior work, and serve as leaders in the classroom. In addition, they will read a craft book from the class library, write a review of the book, and create and give a presentation on a selected topic from the book. Honors/advanced students will also submit an end-of-term portfolio.

**OPS Secondary Grading Practices**
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

**There are three types of coursework**
- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at
the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale:

<table>
<thead>
<tr>
<th>OPS Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

**Redoing/Revising Student Coursework**

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

**Questions or Concerns?** Please don’t hesitate to contact me with any questions or concerns. The easiest way to contact me is through email (Kristi.Bryant@ops.org) although I will check my voice mail and respond to messages during my planning periods or after school. I look forward to a great year!