

Matched Against: English State Frameworks
State AP
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High School Curric. Meeting
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Sites taught: Redwood

Visalia Unified School District Course Outline

Course Title: Literature and Expression (P) (formerly Creative Writing)
Grade Level: 12
Elective/Required: Elective
Length/Credits: 1Year /10
Prerequisites: "C" or better in the junior level prep course
Course Number & CBEDS Codes: 1080, 1081, 1082/2198

I. Course Description:

This course is designed to introduce students to the art of literature from the writer's perspective. Through a rigorous course of both reading other writers and writing themselves, students will be introduced to the creative process of generating original fiction, poetry, short stories and reflective essays. Students will gain knowledge of the craft of writing and the practical application of that craft. Students will also gain the tools to become more aesthetically attuned to the work they read, thus creating greater appreciation for, and enjoyment of, literature as an art form.

II. Instructional Materials

Required Text:

Students will read a wide variety of literature from different genres and time periods that will give them a variety of models with which to work and a sense of historical development of each genre. Recognizing that the same concepts can be taught through many literary works, texts will be selected from a list that provides a range of flexibility to address the needs of their students. The choice for texts is so vast that a representative list is provided here.

Supplementary Texts List

Writing Past Dark

The Writer's Life

Writing Down The Bones

Wild Mind

How to Build a Lasting Fire; Writing Poems

From Your Life

Writing Dialogue

The Practice Of Poetry

What If: Writing Exercises for Fiction Writers

Movies In The Mind: How to Build a Short Story

Everyday Creative Writing; Panning for Gold in the Kitchen Sink

How to Write a Story

Characters & Viewpoint

Reflections on a Gift of Watermelon Pickle

I Feel A Little Jumpy Around You

A Night Without Armor by Jewel

Highway 99 Anthology

California Childhood Anthology

Rose by Li Young Lee

The Mercy by Phillip Levine

Blizzard of One by Mark Strand

Supplementary Authors List: The following is a further list of suggested authors from which students may choose work to read or from which the instructor may draw models. This list is compiled primarily from the AP suggested reading list with some additional poets and fiction writers added for depth and breadth of available material.

Poetry

Yehuda Amichai, Maya Angelou, W.H Auden, Elizabeth Bishop, William Blake, Anne Bradstreet, Gwendolyn Brooks, Robert Browning, Lord Byron, Samuel Taylor Coleridge, H.D., Emily Dickinson, John Donne, Rita Dove, T.S. Eliot, Robert Frost, Joy Harjo, Seamus Heaney, George Herbert, Garrett Hongo, Gerard Manley Hopkins, Langston Hughes, Ben Jonson, John Keats, Philip Larkin, Robert Lowell, Andrew Marvell, John Milton, Marianne Moore, Ogden Nash, Pablo Neruda, Sylvia Plath, Edgar Allen Poe, Alexander Pope, Sir Walter Raleigh, Adrienne Rich, Ranier Maria Rilke, Theodore Roethke, William Shakespeare, Percy Bysshe Shelley, Leslie Marmon Silko, Cathy Song, Alfred Lord Tennyson, Derek Walcott, Alice Walker, Walt Whitman, Richard Wilbur, William Carlos Williams, William Wordsworth, William Butler Yeats.

Fiction

Chinua Achebe, Isaac Asimov, Rudolfo Anaya, Margaret Atwood, Jane Austen, David Baldacci, James Baldwin, Saul Bellow, Emily Bronte, Charlotte Bronte, Raymond Carver, Willa Cather, Sandra Cisneros, John Cheever, Kate Chopin, Colette, Anton Chekov, Joseph Conrad, Stephen Crane, Anita Desai, Charles Dickens, Alexandre Dumas, George Eliot, Ralph Ellison, Louise Erdrich, William Faulkner, Henry Fielding, F.Scott Fitzgerald, Ford Maddox Ford, E.M. Forster, John Grisham, Thomas Hardy, Nathaniel Hawthorne, Ernest Hemingway, Zora Neale Hurston, Kazuo Ishiguro, Henry James, James Joyce, Daniel Keyes, Maxine Hong Kingston, Joy Kowgawa, Wally Lamb, Ring Lardner, Margaret Laurence, D.H. Lawrence, Bernard Malamud, Katherine Mansfield, Gabriel Garcia Marquez, Somerset Maugham, Guy Du Maupassant, Yukio, Mishima, Toni Morrison, Bharati Mukherjee, Joyce Carol Oates, Flannery O'Connor, Frank O' Connor, Dorothy Parker, Edgar Allen Poe, Katherine Anne Porter, Jean Rhys, Sir Walter Scott, Anita Shreve, Wallace Stegner, Leo Tolstoy, Mark Twain, Anne Tyler, John Updike, Kurt Vonnegut, Alice Walker, Evelyn Waugh, Eudora Welty, Edith Wharton, Virginia Woolf, Richard Wright.

Non-Fiction

Joseph Addison, Gloria Anzaldua, Matthew Arnold, James Baldwin, James Boswell, John Bunyan, Thomas Carlyle, Jesus Colon, Annie Dillard, John Donne, Ralph Waldo Emerson, William Hazlit, Samuel Johnson, Charles Lamb, Norman Mailer, Mary McCarthy, Anne La Motte, William Least Heat Moon, Beryl Markham, David Mas Masumoto, H.L. Mencken, John Stuart Mill, N. Scott Momaday, Amy Tan, Henry David Thoreau, Barbara Tuchman, Patricia Volk, Eudora Welty, Tennessee Williams, Virginia Woolf.

III. Course Outline

A. Poetry

1. Writer's notebook (will be ongoing throughout course)

2. History lecture/note taking
3. Reading of representative samples
4. Imitate/utilize historical poetic forms
5. Read full volume of poetry by a single author chosen from the AP recommended reading list.
6. Write a four to six page expository style analysis essay on the poetry collection. Instruction for the essay will be centered around the elements of tone, diction and theme. Instruction will include discussion of tone, diction and theme in examples of historical and modern poems, and practice in identifying those three elements. Instruction will also be included on the conventions of expository prose and the literary essay prior to the writing of the final draft.
7. Poetry generation exercises that will produce approximately thirty first draft poems from which the portfolio selections will be made.
8. Write/ choose five poems for the portfolio
9. Workshop* poems for portfolio

*** The term workshop is meant to represent the small peer groups in which students read and respond to each other's work.**

B. Short Story

1. History lecture/ note taking
2. Read full volume of short stories by a single author chosen from the AP recommended reading list.
3. Write a four to six page expository style analysis essay on the short story collection. Instruction for the essay will be centered around the elements of tone, characterization and theme. Instruction will include discussion of tone, methods and depth of characterization and theme in examples of historical and modern short stories, and practice in identifying those three elements. Instruction will also be included on the conventions of expository prose and the literary essay prior to the writing of the final draft.
4. Exercises on characterization and point of view
5. Read sample stories as examples of characterization and point of view approaches
6. Write two short stories, each a minimum three pages in length, for the portfolio

7. Workshop student generated short stories
8. Interpretive reading of several poems or a story from the portfolio. This reading and the portfolio will function as the semester final for the course.

C. Novel Chapter

1. History lecture
2. Read a modern, post-modern or contemporary novel outside of class by an author selected from the AP recommended reading list.
3. Write a four to six page expository style analysis essay on the novel. Instruction for the essay will be centered around the elements of plot, characterization and organization. Instruction will include discussion of plot, characterization and organization using excerpts from historical and modern novels as examples. Issues of depth and complexity of characterization, conflict and plot will be addressed through lecture, practice and use of examples as well. Literary and expository conventions will be reviewed and reinforced before the final draft of the essay is completed.
4. Examine sample opening chapters of novels as examples
5. Study the creation of effective dialogue and write practice dialogues.
6. Write the first chapter of a novel with an outline of the rest of the plot for the portfolio
7. Workshop the student generated novel opening chapters and outlines

D. Required Reading Novel

1. As a class read: As I Lay Dying by William Faulkner, Their Eyes Were Watching God, by Zora Neale Hurston, Woman Warrior by Maxine Hong Kingston, or a novel of similar literary merit selected from the AP recommended reading list.
2. Discussion of motifs and themes of the novel will be conducted as the class progresses through the work.
3. Students will build a strong thesis statement that takes a defensible position about the novel.
4. Students will write an expository essay using the thesis they have created.

E. Reflective Essay

1. Discuss the purpose of the reflective essay as a form
2. Read a variety of sample essays
3. Read a full text that is reflective in nature
4. Write a four to six page expository style analysis essay on the reflective text. Instruction for the essay will be centered around the elements of style, organization, rhetorical devices, diction and imagery. Instruction will include discussion of options for organization, identification and effective use of rhetorical devices, diction, imagery and style using excerpts from historical and modern reflective essays as examples. Literary and expository conventions will be reviewed and reinforced before the final draft of the essay is completed
5. Read “A Streetcar Named Success” and discuss the theme of the effect of success on an artist
6. Watch the film “Finding Forester” and discuss the theme mentioned above
7. Read pieces that discuss the experience of being/becoming a writer
8. Write a reflective essay on the theme of success and the artist, the life of a writer, or a topic of the student’s choosing
9. Workshop reflective essays
10. Interpretive reading of novel chapter or reflective essay from the portfolio. This reading and the portfolio will function as the semester final for the course.

F. Summary

Each student will read four complete volumes of work

A fifth novel will be read as a class

Each student will write four style analysis essays

Each student will write one expository literary essay

Each student will write one reflective essay

Each student will produce five polished poems, two finished stories and the first chapter of a novel.

In addition to the full works students will read a range of literature selected from authors on the AP recommended reading list.

IV. Expectations for Student Learning

Each student who completes this course will be able to:

Reading

1. Students will recognize poetic forms such as the sonnet, pastoral, elegy, ballad and conceit *{Reading Standard 3.0}*
2. Students will gain an understanding of the historical development of poetry, the short story, the novel and reflective prose non-fiction. *{Reading Standard 3.0}*.
3. Students will comprehend and conduct discourse on the life of a writer and the creative process *{Reading Standards 2.0 and 3.0}*.
4. Students will identify and appreciate creative use of language at the sentence level *{Reading Standard 3.0}*.
5. Students will read, comprehend and discuss the works of a wide range of authors, genres and styles *{Reading Standard 3.0}*
6. Students will independently read one volume of poetry, one volume of short stories, two novels and one book of a reflective nature written by an author on the suggested reading list *{Reading Standards 2.0 and 3.0}*.

Writing and Written and Oral Conventions

7. Students will recognize, and write cogent essays discussing an author's use of diction, tone, character, theme, syntax, organization and plot *{Writing Standards 1.0 and 2.0, Written and Oral Conventions Standard 1.0}*.
8. Students will practice exercises that utilize historical forms in creating original works *{Writing Standard 2.0, Written and Oral Conventions Standard 1.0}*.
9. Students will produce original poems, short stories, an opening chapter of a novel and a reflective essay *{Writing Standards 1.0 and 2.0, Written and Oral Conventions Standard 1.0}*.
10. Students will critique fellow writer's work both orally and in writing *{Writing Standards 1.0 and 2.0, Written and Oral Conventions Standard 1.0}*.
11. Students will revise work based on comments of other writers, both peer and teacher *{Writing Standard 1.0}*.
12. Students will create original, round, lifelike characters to use in fictional pieces *{Writing Standard 1.0}*.
13. Students will become skilled in the creation of authentic, effective dialogue *{Writing Standard 1.0}*.
14. Students will use Standard Written English effectively and correctly, as well as making occasional, purposeful deviations from Standard English for stylistic reasons *{Writing Standard 2.0, Written and Oral Conventions Standard 1.0}*.

Listening and Speaking Strategies

15. Students will read their own work to an audience with appropriate expression, pacing and projection {*Listening and Speaking Standards 1.0 and 2.0*}.

V. Instructional Methods

1. Lecture
2. Modeling of Techniques
3. Class Discussion
4. Video
5. Guest Speakers and Presenters
6. Peer Response Workshops
7. Literary Analysis Essays
8. Public readings
9. Extensive Verbal and Written Response to Student Work by Instructor

VI. Assessments and Evaluations

1. Writer's Notebooks compiling observations, story or poem ideas and daily quickwrites will be turned in periodically. Informal writing such as what is listed above will be graded on effort and appropriate quantity, as quality is subjective at this point and relative from student to student.
2. Style analysis essays based on the outside reading will be required each quarter (see course outline for the focus of each essay). These essays will be graded on focus, organization, quality of analysis, use of correct format including in text citation, and use of Standard English Language Conventions. One literary essay will also be written. This essay will be graded on the viability and defense of the thesis, the depth of analysis of the text and the use of the conventions of expository literary response.
3. A portfolio of student generated work will be turned in at the close of each semester. The portfolio must include works produced in that semester. This work should undergo the workshop process, be revised and edited to represent the student's best effort. Portfolio work (i.e. completed poems, short stories, novel chapter and reflective essay) will be graded based on how well the student has internalized and utilized the literary devices studied in conjunction with each genre. Also the students work should show an individual voice or style. Portfolio work, with the exception of appropriate stylistic deviations, must use the conventions of Standard Written English.
4. Students will receive points for full participation in their writing workshop small groups. Participation is threefold: (1) Students must bring work of their own by a specified deadline to share with the rest of the group (2) Students must take home and comment on the texts of other students and (3) students must

be present and offer constructive verbal feedback to their peers on the texts they commented on as homework.

5. Students must choose a key piece or several pieces from their portfolio each semester to read to the class. Their reading must be interpretive with appropriate expression, volume, pacing, enunciation and awareness of, and connection to, their audience. Their reading should be well rehearsed and smooth and add dimension and meaning to the work that one would not gain from the written page.

VI. Grading Policy

A= 90%-100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%