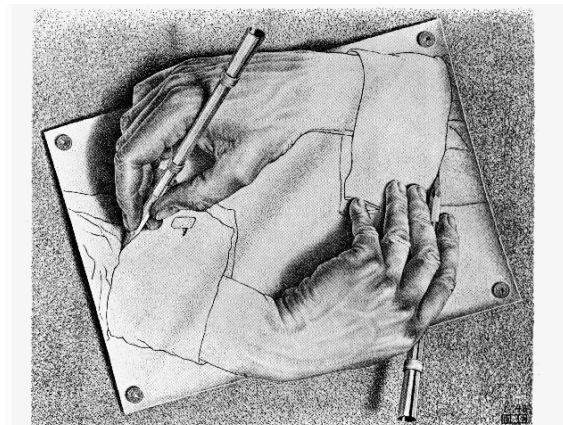


Creative Writing Syllabus & Expectations

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Course Description: According to Wake County Curriculum, “The creative writing course is designed for the student interested in writing original poetry, plays, essays, short stories. Students consider the elements of creativity—inspiration, form, and content—in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students’ work are required activities.”

As your teacher, it is not only my goal to expose you to new genres and ways of looking at creative writing, but also to allow you to discover your own voice as a writer. Because Creative Writing is not an exact “science,” many of the understandings you gain from this course are mere suggestions for your own craft. Ultimately, you are the master of your work.



Assignments: Writing, writing, writing! You will be expected to write every day, whether it is provisional writing (journaling, warm-ups, etc.) or polished major assignments (writing that is analyzed, edited, and revised). I will provide daily prompts, mini-lessons, readings, and plenty of time for you to read and create texts of your own preference.

While the work you turn in will be largely different from your peers (as opposed to a more traditional assignment, like a research paper), your work will all be assessed using the “six trait writing” mindset:

1. **Ideas** – The heart of it all, the writer’s main message and the details that support it
2. **Organization** – The internal structure (or skeleton) of a piece that gives support and direction to the ideas
3. **Voice** – Your own unique “aura,” what makes your writing *yours*
4. **Word choice** – Your knack for selecting the *just right* words/phrases to make your writing come to life
5. **Sentence fluency** – Rhythm and flow, the music and poetry of the language – the way the text plays to ear
6. **Conventions** – The writer’s skill in using an editor’s tools (spelling, grammar, punctuation, etc.) to clarify/enhance meaning

Participation: The success or failure of this class hinges on the mature and serious participation of its members. Each of you will be required to provide tactful, helpful, supportive and critical feedback on a daily basis. Writers often create with an audience in mind, and this class will hear, enjoy and evaluate the writing of each individual assigned to the course. We will share one-on-one, in groups, and as a class. If you are anxious about sharing your work, I have to break it to you – it is required. Still, you will become more comfortable sharing as the course continues, especially as your classmates are expected to always actively and respectfully listen to their peers’ writing and feedback.

After all, if creative writing isn’t enjoyable, we’re not doing it right.

Grading Policy: Your grade in creative writing is based on the correct (following directions) and timely completion of assignments, creativity, and participation. Students are also required to acquire an understanding of numerous literary elements employed in poetry and literature. You will not be graded based on how well you can read and understand a checklist of requirements – you will be graded based on how well you can understand and control your own writing.

Academic

50% Major
25% Minor
15% Homework/Classwork
10% Student Engagement

Honors

60% Major
20% Minor
15% Homework/Classwork
5% Student Engagement

Major assignments consist of assignments that require time and intensive revision, while minor assignments consist of quizzes, shorter works, journal checks, etc. The final exam in every non-EOC course counts for 20% of a student’s final grade.

Senior Exemptions: Seniors who meet or exceed attendance and academic goals may earn an exemption from finals in their non-EOC courses. The expectations are as follows:

- 3 absences and an “A” average
- 2 absences and a “B” average
- 1 absence and a “C” average

While school sponsored field trips do not count against a student’s exemptions, all other absences, including excused absences, do count toward final exam exemptions.

Policy for Make-up Assignments: The student is responsible for securing make-up work at the secondary level. If an absence has been approved in advance, and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student’s return to school. However, if make-up work has not been assigned in advance, for absences of one to three days, the student will have one day for each day absent. For absences exceeding three days, the student may have two days for each day absent to make up work. Special considerations or exceptions may be made on a case by case basis.

If a student is not absent but fails to turn in a major assignment on the day that it is due, the assignment will be graded when it is submitted, but ten points will be deducted from the score of the assignment for each day that the assignment is late (not to exceed 40 points). If a student fails to turn in an assignment altogether, then no credit will be issued for that assignment.

PCHS Basic Expectations:

- Be present and on time.
- Be prepared for and engaged in learning.
- Be a person of character.
- Be safe and comply with PCHS and WCPSS policies.

Attendance Policy: Attendance in school is central to educational achievement and school success. Attendance and participation in class is an integral part of the learning process and thereby a part of the grade earned. Additionally, regular attendance develops patterns of behavior essential to success in later life. While there are times when students must be absent from school due to physical inability to attend, it must be understood that parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

Note that parents will be contacted after a student has accumulated three unexcused absences or five excused absences. Learning can only take place if the student is present and engaged; therefore, it is the student’s responsibility to be present and punctual.

Tardy Policy : Beginning class on time and valuing learning are at the heart of what makes Panther Creek a superior high school. All students should be in their assigned classroom or location before the tardy bell rings. Any student who has an unexcused tardy to class is subject to the following:

1. 1st tardy for semester = Teacher warning
2. 2nd tardy for semester = Teacher-determined consequence
3. 3rd tardy for semester = School lunch detention and parent communication
4. 4th and subsequent tardies for semester = Administrative referral

Catamount Consequences: Students who do not adhere to the school and classroom basic expectations will be handled as follows:

1. Student/teacher conference
2. Parent contact/teacher determined consequence
3. Lunch detention
4. Referral to administration

SMART Lunch: Panther Creek High School offers SMART Lunch, an extended single lunch period. Each teacher has been assigned two days per week to offer tutorials. English SMART Lunches are _____ and _____. In order to receive credit for attending SMART lunch, your attendance must be documented. While attending SMART lunch, students are expected to work quietly on English III related assignments, to complete make-up work, or to receive additional help.

Plagiarism: Regardless of whether you meant to or not, if you submit unoriginal work (another person’s writing, some forms of fanfiction, or work that borrows extensively from an outside source), you will be found guilty of plagiarism. Trust me – I am very *skilled* at spotting plagiarism, which is a Level II offense and violates the Student Code of Conduct. An administrative referral will be made for all infractions of this nature. Please see the Student Code of Conduct for information regarding Academic Integrity.