

Course Name:

Creative and Critical Writing 12

Course Developer:

Chris Trinidad

Grade Level:

12

Number of Credits:

4

Number of Instructional Hours:

120

Course Rationale:

Creative and Critical Writing 12 attempts to address a broad spectrum of student-writers needs. The course can be elected by those needing guidance with the compositional process or those who wish to use writing as a vehicle for creative personal expression. In addition to the course serving as an artistic outlet, some activities are oriented to encouraging the development of critical thought and analysis. Units alternate between creative and critical contexts to provide a balance of presenting the act of writing for both practical and pleasurable purposes. Writing exercises occur often and in a variety of forms so as to increase student-writers' awareness of the multiple uses of writing. While no formal Integrated Resource Package or Prescribed Learning Outcomes exist from the Ministry of Education, some aspects of this document were culled from the Writing 11 and Composition 11 Curriculum Guides published in 1981 and 1982, respectively. It is also informed by the work and words of Dr Carl Leggo and Jack Hart.

Unit Descriptions:

Unit 1: Traditio: The Formal Writing Process, Reasons for Writing, and the Modes of Writing [12 hours]

Unit 2: Exploring Perspectives: the Self, Others, and Lifewriting [28 hours]

Unit 3: Letter Writing: Personal Letters and Business Letters [12 hours]

Unit 4: Story Telling: Short Stories, Children's Stories, The Interview Feature, and Travel Writing [28 hours]

Unit 5: Moving Pictures: Movie and Media Analysis and Critical Movie Reviews [24 hours]

Unit 6: Proetry: Prose Poetry [10 hours]

Unit 7: Portfolio Assembly and Final Group Share [6 hours]

Assessment and Evaluation:

Peer Suggestion and Assessments, Group Share, Peer Feedback, Teacher Feedback, Self-Evaluation Rubric, Portfolio and Projects

Unit 1: Traditio [to hand over]: The Formal Writing Process, Reasons for Writing, and the Modes of Writing

Content	Instructional Strategies	Example Exercises/ Resources	Assessment/ Evaluation	Learning Outcomes	Timeline
<p>Introduction to the Formal Writing Process, Reasons for Writing, and the Modes of Writing.</p>	<p>Give writing prompt in order to determine how student-writers understand writing.</p> <p>Share Leggo's 5 purposes for writing: epistemic [to know], pedagogic [to become], revelatory [to reveal], ludic [to have fun], utilitarian [to get things done].</p> <p>Introduce the traditional formal writing process.</p>	<p>Writing Prompt: "What is writing?"</p> <p>"Why do I write?"</p> <p>"Who do I write for?"</p> <p>"When do I write?"</p> <p>"Where do I write?"</p> <p>Writing prompt becomes the first writing task for the instructional strategies that follow.</p>	<p>Non summative pretest asking the following questions:</p> <p>"How do you feel when you have a writing assignment?"</p> <p>"Do you worry about a composition before you write it?"</p> <p>"Do you write a first draft?"</p> <p>"Do you write your paper in stages or all at once?"</p> <p>"How much rewriting do you do?"</p> <p>"Do you rewrite as you go along, or do you change</p>	<p>Identify traditional formal writing processes.</p>	<p>12 hours</p>

			things later?"		
[continued]	1. Identify writing communicative process involving topic, format, purpose, audience, and situation.	Varied writing examples in various forms.	<p>Questions to consider to answer purpose, audience, and situation:</p> <p>"What am I trying to accomplish with this writing?"</p> <p>"For whom am I writing?"</p> <p>"What is the situation for whom I am writing?"</p>	Generate subject matter and communicative strategies by learning and applying both formal and informal techniques.	[continued]
[continued]	<p>2. Prewriting: generate ideas and materials, topic research.</p> <p>Introduction to etymology of the word 'inspiration' meaning to 'breathe in'.</p> <p>Share various techniques to encourage inspiration.</p>	Use of graphic organizers such as mind maps and fishbones to brainstorm and organize information.	[continued]	Generate subject matter and communicative strategies by learning and applying both formal and informal techniques.	[continued]

[continued]	3. Drafting: select form and structure, focus topic, and write first draft.	Share the idea that focus and form for writing come from the successful identification of purpose.	[continued]	Identify draft necessities: achieve focus, choose format, and produce draft.	[continued]
[continued]	4. Editing: dependent upon the chosen format, apply conventions of usage, grammar, punctuation, and spelling.	Emphasize the application of revision and proofreading procedures.	<p>Questions to consider:</p> <p>“Are my spelling and punctuation correct?”</p> <p>“Have I used the right words?”</p> <p>“Have I used a variety of sentence structures?”</p>	Apply appropriate conventions of format, usage, grammar, and punctuation.	[continued]
[continued]	5. Revising: reformulate draft by considering additions, deletions, and reorganization of material for more effective. This step might occur more than once.	Rewrite draft by considering qualifying propositions, adding new arguments, and making strategic changes to make writing more effective.	<p>Questions to consider:</p> <p>“Will this piece of writing achieve its intended purpose with its intended reader in the situation where it will be read?”</p>	<p>Reformulate writing by revising level of meaning, improving communicative effectiveness, and reorganizing by addition or substitution.</p> <p>Work to achieve sentence fluency and variety.</p>	[continued]

		Share basic patterns of organization: chronological, spatial, inductive, or deductive.	<p>“Considering the purpose, audience, and situation for which this piece of writing is intended, is this the most effective order?”</p> <p>Questions to consider:</p> <p>“What should I take out? What is unnecessary?”</p> <p>“What should I add?”</p> <p>“What can I substitute? Can I use different words, phrases, or examples?”</p> <p>“How can I rearrange? Is my sequence logical?”</p>		
[continued]	6. Publishing: present polished work and distribute to readers.	Teacher should emphasize tolerance, acceptance, and mutual trust	Student-writers’ forum for reader reaction and affirmation. Suggestions for	Develop and apply their skills of critical evaluation with respect to their own as well as other	[continued]

		<p>between teacher and student-writers and student-writers with others in class.</p> <p>Multiple sharing techniques should be explored: one-on-one, group, class, and "anonymous posting" are examples.</p>	<p>improvement from student-writers and teacher.</p> <p>Self-evaluation rubric.</p>	<p>writings.</p> <p>Accept valid criticism of their writing.</p>	
[continued]	<p>Student-writers practice traditional formal writing process.</p>	<p>Student-writers brainstorm three possible writing topics. Quicker students may then complete as many as they can within the time allotted making sure that each stage in the writing process is attended to.</p>	<p>All previous self-evaluation questions should be asked at each stage.</p> <p>Teacher evaluation.</p>	<p>Synthesis of above stated learning outcomes.</p>	[continued]

Unit 2: Exploring Perspectives: the Self, Others, and Lifewriting

Content	Instructional Strategies	Example Exercises/ Resources	Assessment/ Evaluation	Learning Outcomes	Timeline
Exploring Perspectives: the Self and Others	<p>Encourage self-reflection and revelation by engaging in various writing activities.</p> <p>Review concept of the journal. A journal is used to record information, observation, and experiences, and to clarify ideas which may be useful later.</p>	<p>1a. Determine example of regularly recurring life events at specific intervals [ex birthdays, visited locations, or special occasions at ages 5, 10, and 15]. Write about perspective changes at each interval.</p> <p>1b. Play Bob Carlisle's Butterfly Kisses as an example of life experiences with unifying themes along with changed/new outlooks.</p>	<p>Group share.</p> <p>Peer suggestion and assessments.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Extend their sense of relationship between self and external world through writing.</p> <p>Use writing formats associated with personal and expressive writing.</p>	14 hours
[continued]	Review the concept of free writing. Free writing is writing without concern for any formalities or conventions. It is also known as	2a. Place an inanimate object and freewrite for 5 minutes observing background, foreground, colours, shapes,	[continued]	[continued]	[continued]

	<p>"stream-of-consciousness" writing.</p>	<p>textures, and other aspects of the object and its surrounding area.</p> <p>2b. Every 5 minutes switch move to observe object from a different location.</p>			
[continued]	[continued]	<p>3. Have students write for 10 minutes about the sounds that are presently occurring within the classroom. As they sit quietly writing, most will tune in to the usually unnoticed sounds of the school, for example, lights humming, radiators hissing, or pens scratching.</p>	[continued]	[continued]	[continued]
[continued]	[continued]	<p>4. Lemon writing: have students take on the persona of a lemon, and <i>without</i> using the words "yellow" or "sour" write a draft copy</p>	[continued]	[continued]	[continued]

		of a diary's entry.			
[continued]	[continued]	5. Car crash: have students write about a car accident. The characters include a drunk driver in a car, a taxi cab carrying a passenger, a pedestrian with a dog crossing with the right of way, and a shopkeeper witness. Write about the incident from each of the characters' perspectives.	[continued]	[continued]	[continued]
[continued]	[continued]	6. Writing Prompt: "What is Perspective?" Open ended expository essay.	[continued]	Synthesis of learning outcomes stated in first unit.	[continued]
Exploring Perspectives: Lifewriting – An introduction to writing auto/biographically	Encourage self-reflection and revelation by engaging in various writing activities. Review the concept of free writing. Free writing is writing	1a. Writing Prompt: "What is your opinion of yourself?" 1b. "Step back. How do you think people see you?" Freewrite and not	Self-Evaluation Rubric.	Extend their sense of relationship between self and external world through writing. Development of personal writing styles.	14 hours

	without concern for any formalities or conventions. It is also known as "stream-of-consciousness" writing.	for sharing!			
[continued]	<p>Encourage self-reflection and revelation by engaging in various writing activities.</p> <p>Introduce concepts of sensory development, basic dialogue, use of description, and choice of situations to add variety to writing style.</p>	<p>2. Have student-writers choose an interesting time in their lives. [ex family life, relationships, accomplishments, school, work, or travel].</p> <p>Suggestions:</p> <p>Use the five senses in describing the scene so that the reader can see, hear, smell, taste, and touch the scene.</p> <p>Use dialogue and describe characters' personalities, appearance, and actions. Be sure</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Extend their sense of relationship between self and external world through writing.</p> <p>Development of personal writing styles.</p> <p>Develop their drafting skills by generating and recording ideas and sensory perceptions.</p>	[continued]

		<p>to include the self to give a sense of physical presence.</p> <p>Imagine a reader who knows nothing about you, your family, or your geographic area. Add essential background to 'carry the reader along.'</p> <p>Choose a variety of situations so that life is revealed in a rounded way. People are not always laughing or crying, sometimes the most poignant memoirs are about the less dramatic events in our lives.</p>			
[continued]	Encourage self-reflection and revelation by engaging in various writing activities.	3. Have student-writers choose another time period in their lives.	Peer suggestion and assessments. Group share. Peer feedback.	Continued development of personal writing styles. Extend their sense	[continued]

	<p>Introduce additional considerations to help expand the concept of perspective with student-writers.</p>	<p>New considerations:</p> <p>Does any event begin this period?</p> <p>Can you compare this period to another time?</p> <p>Which relationships were important to you at this time? Describe them.</p> <p>Were any activities important to you at this time?</p> <p>Were there any events in the community, society, or in politics, that affected you at this time?</p> <p>Was this a time of decision for you when you had to choose between alternatives?</p>	<p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>of relationship between self and external world through writing.</p> <p>Develop drafting skills by generating and recording ideas and sensory perceptions.</p>	
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[continued]	<p>Encourage the development of creativity and imagination through exploration of personal writing styles and fiction.</p> <p>Brief review of traditional writing process to use as a tool for fictional biography.</p>	<p>4a. Fictional Biography: Biography of someone else in class.</p> <p>4b. Students present bits of information about themselves, such as, early education, homes, hobbies, sports, pet peeves, or people admired.</p> <p>4c. Each student is randomly assigned a student biographer.</p> <p>4d. Student-writers should base the 'fictional biographies' on given details, but may develop the given information at will.</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Develop personal writing styles.</p> <p>Extend their sense of relationship between self and external world through writing.</p> <p>Develop their drafting skills by generating and recording ideas and sensory perceptions.</p>	[continued]
[continued]	Encourage self-reflection and revelation by engaging in various	5. Future Dreaming: Student-writers write a memoir	<p>Peer suggestion and assessments.</p> <p>Group share.</p>	<p>Develop personal writing styles.</p> <p>Extend their sense</p>	[continued]

	<p>writing activities.</p> <p>Encourage the development of creativity and imagination through exploration of personal writing styles and fiction.</p>	<p>from the point of view of old age looking back upon a well-lived life.</p> <p>Considerations:</p> <p>What career did you choose?</p> <p>Did you choose a married or single life?</p> <p>Were there any life changing events?</p> <p>Would you have changed any aspect of the way you lived your life?</p>	<p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>of relationship between self and external world through writing.</p> <p>Develop their drafting skills by generating and recording ideas and sensory perceptions.</p>	
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Unit 3: Letter Writing: Business Letters and Personal Letters

Content	Instructional Strategies	Example Exercises/ Resources	Assessment/ Evaluation	Learning Outcomes	Timeline
<p>Letter Writing: Business Letters</p>	<p>Discuss differences in evolution of the standard business letter and modern day informal and formal email letter.</p> <p>Discuss examples of types of business letters: complaints, requests, replies, inquiries, acknowledgements, letters to editors.</p> <p>Discuss elements normally found in business letters.</p> <p>Analyze, and discuss the uses, advantages, disadvantages, and appropriateness of each example.</p> <p>Review purpose, audience, and situation.</p>	<p>Show example of traditional formal business letter.</p> <p>Show example of traditional informal business letter.</p> <p>Show example of formal email letter.</p> <p>Show example of informal email letter.</p> <p>Have student-writers write:</p> <ol style="list-style-type: none"> 1. a formal job application cover letter using a traditional formal business style. 2. a 'letter to the editor' of a local newspaper after reading an editorial. 3. a complaint letter for an 	<p>Questions to consider:</p> <p>"What is my reason for writing?"</p> <p>"Who is going to read this?"</p> <p>"What terms or background information do I need to explain, if any?"</p> <p>"What documents or examples should be included for support?"</p> <p>"What is the main idea?"</p> <p>Peer suggestion and assessments.</p> <p>Peer suggestion and assessments.</p>	<p>Use writing formats associated with the needs of workers, citizens, and consumers.</p> <p>Develop and apply their skills of critical evaluation with respect to their own as well as other writings.</p> <p>Develop student-writers' affective ability to:</p> <ol style="list-style-type: none"> 1. empathize with readers and know what strategies will be effective with particular readers. 2. recognize tone and understand what tone will be appropriate in a particular situation. 	<p>6 hours</p>

		insufficient product.	Group share. Peer feedback. Teacher feedback. Self-evaluation rubric.		
Letter Writing: Personal Letters	<p>List examples and types of personal letters. These include friendly letters or postcards, thank you letters, letters of condolence, letters of congratulation, formal or informal invitations and responses.</p> <p>Explain basic structure of personal letters which includes the sender's address, the date, a salutation, the body of the letter, a complimentary closing, and the writer's signature.</p> <p>Explain the differences between</p>	<p>Have student-writers write:</p> <ol style="list-style-type: none"> 1. a letter to a friend who has recently moved away. 2. a letter to a relative who lives in another town. 3. a follow-up letter addressed to a boyfriend or girlfriend who has become very possessive. Student-writer has tried to discuss the situation, but an argument develops. 4. a thank you note to someone who had given the 	<p>Questions to consider:</p> <p>"Does it develop one subject at a time with interesting details?"</p> <p>"Does it contain the required information?"</p> <p>"Does it convey the desired tone? Is it tactful?"</p> <p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p>	<p>Use writing formats associated with personal and expressive writing.</p> <p>Develop and apply their skills of critical evaluation with respect to their own as well as other writings.</p> <p>Develop student-writers' affective ability to:</p> <ol style="list-style-type: none"> 1. empathize with readers and know what strategies will be effective with particular readers. 2. recognize tone and understand what tone will be appropriate in a 	6 hours

	<p>personal letters include the purpose, information, and tone.</p>	<p>student-writer a gift.</p> <p>5. a letter of sympathy to an aunt who had recently lost her house in a fire.</p> <p>6. a letter of congratulations to a close friend who had recently graduated from high school.</p>	<p>Self-evaluation rubric.</p>	<p>particular situation.</p> <p>Develop personal styles.</p>	
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Unit 4: Story Telling: Short Stories, Children’s Stories, The Interview Feature, and Travel Writing [28 hours]

Content	Instructional Strategies	Example Exercises/ Resources	Assessment/ Evaluation	Learning Outcomes	Timeline
<p>Story Telling: Reviewing and Writing Short Stories</p>	<p>Review the purpose of a short story: to entertain, develop a conflict, theme, or problem that people can identify with, hold the reader’s interest through well-developed characters, setting, and plot.</p> <p>Briefly discuss the history of the short story genre and the influence of oral storytelling.</p> <p>Review Freytag’s analysis of dramatic structure: exposition, rising action, climax, falling action, resolution.</p>	<p>Read Wikipedia entry on short stories.</p> <p>Read Wikipedia entry on dramatic structure.</p> <p>Read ‘The Bet’ by Anton Chekhov.</p> <p>Read ‘The Death of Ivan Illich’ by Leo Tolstoy.</p> <p>Collectively brainstorm main aspects of a short story including characters, the conflict, the theme, the setting and have student-writers write a short story using available tools.</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Appreciate diverse traditional literary forms and their influences on contemporary writing.</p> <p>Recognize the inter-relationships of content, genre, and style by experimenting in writing various forms of expression and various genres.</p> <p>Develop and apply their skills of critical evaluation with respect to their own as well as other writings.</p> <p>Write for publication.</p> <p>Develop personal styles.</p>	<p>6 hours</p>

<p>Story Telling: Children's Stories</p>	<p>Explain and define basic characteristics of children's literature.</p> <p>Discuss differences between children's stories and other stories.</p> <p>Discuss criticism of children's stories including:</p> <ol style="list-style-type: none"> 1. multiple levels of meaning and revisiting childhood stories in adulthood might cause adults to think it inappropriate to present certain stories even though the double meaning might be lost on them. example: alice in wonderland. 2. some stories remove the centrality of adult influence and supervision leaving children-protagonists to fend for themselves and therefore parents 	<p>Have student-writers select their favorite children's literature book. Read the stories to the class and examine lessons, metaphors, and meanings.</p> <p>Examine a fairy tale and rewrite and modernize using today's language.</p> <p>In pairs, have student-writers select a story topic and compose a short children's story based on this topic.</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Appreciate diverse traditional literary forms and their influences on contemporary writing.</p> <p>Recognize the inter-relationships of content, genre, and style by experimenting in writing various forms of expression and various genres.</p> <p>Develop and apply their skills of critical evaluation with respect to their own as well as other writings.</p> <p>Write for publication.</p> <p>Develop personal styles.</p>	<p>8 hours</p>
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	<p>who wish to shield their children from unhappier aspects of life find children's stories problematic.</p> <p>3. some children's stories might be patronizing to mature children.</p>				
<p>Story Telling: The Interview Feature</p>	<p>Discuss and explain the 'art of the interview' with particular emphasis on combining preparation and spontaneity.</p> <p>Discuss the purpose of the interview: to get information and opinions, to present a personality live, to provide authenticity, to give listeners the opportunity to 'meet' a personality.</p> <p>Discuss the roles of the interviewer and interviewee.</p> <p>Discuss the varying types of interviews:</p>	<p>Brainstorm aspects of roles of interviewer and interviewee and complete.</p> <p>Types of interviews:</p> <p>1. Information interview: provides opportunity for evidence from experts or eye-witnesses. Sometimes interviewees are reluctant to discuss.</p> <p>2. Opinion interview: examination of argument and counter-argument,</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Develop capacity to gain detail from a human source.</p> <p>Use writing formats associated with personal and expressive writing.</p> <p>Develop and apply their skills of critical evaluation with respect to their own as well as other writings.</p> <p>Write for publication.</p> <p>Develop personal styles.</p>	<p>8 hours</p>

	<p>the information interview, the opinion interview, and the personality interview.</p> <p>Discuss questioning tactics including close-ended questions, leading questions, open-ended questions, and double barreled questions.</p>	<p>views and opinions. Interviewer must be well-versed on opinions of both sides and facts and statements from known and reputable sources.</p> <p>3. Personality interview: serves to provide human interest and present personal attitudes about particular topics.</p> <p>Have student-writers break into pairs and have them interview each other. Bring class together and have the interviewer introduce the other to the class.</p> <p>Present examples of interview feature-biographies on an athlete or musician.</p>			
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		Have student-writers interview an influential figure in their life. Write a feature-biography on this person based on information gleaned from the interview.			
Story Telling: Travel Writing	<p>Discuss the purposes of travel writing and travel literature.</p> <p>Discuss where travel writing and travel literature might be found:</p> <p>Explain the aspects of travel writing that have value for audiences: a coherent narrative, insights beyond mere logging of dates and events, records sights, people, feelings of an author touring a foreign place.</p>	<p>Free writing exercise: have student-writers pick a photo from the Internet and use this as a basis for a short written feature enticing would-be travelers to the area.</p> <p>Have student-writers search for examples of travel literature from local or national newspapers, and the Internet.</p> <p>Analyze as a class several of the examples and list on the board elements, anecdotes, and</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Use writing formats associated with personal and expressive writing.</p> <p>Develop and apply their skills of critical evaluation with respect to their own as well as other writings.</p> <p>Write for publication.</p> <p>Develop personal styles.</p>	6 hours

		<p>language used in the piece concentrating sensory language: sight, smell, taste, touch, and feelings.</p> <p>Have student-writers write a travel writing feature based on their own travel experiences.</p>			
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Unit 5: Moving Pictures: Critical Movie Reviews and Movie and Media Analysis [24 hours]

Content	Instructional Strategies	Example Exercises/ Resources	Assessment/ Evaluation	Learning Outcomes	Timeline
<p>Moving Pictures: Critical Movie Reviews</p>	<p>Discuss elements of Hollywood-produced movies versus foreign movies.</p> <p>Discuss student-writers considerations when choosing a movie to watch at the theatre.</p> <p>Discuss actors roles and archetypal characters and storylines with reference to Joseph Campbell's work.</p> <p>Discuss criteria that movie reviewers use to review movies. Discuss how these reviews affect box office performance.</p> <p>Introduce aspects of critical thinking processes and its bearing on critical writing practices.</p>	<p>Watch 'The Freedom Writers'</p> <p>Watch 'The Hidden Blade'</p> <p>Watch 'Kitchen Stories'</p> <p>Analysis and discussion project for each movie:</p> <ol style="list-style-type: none"> 1. Consider effectiveness of movie techniques in portrayal of script – editing, background music, photography, mood, location. 2. Consider effectiveness of actor choice in accurately portraying characters. 3. Consider storylines and 	<p>Group discussion and debate.</p> <p>Teacher feedback.</p>	<p>Develop student-writers' cognitive ability to:</p> <ol style="list-style-type: none"> 1. distinguish relevant from irrelevant information. 2. distinguish 'fact' from 'opinion'. 3. be 'objective' and recognize bias. 4. recognize and evaluate inferences. 5. distinguish levels of generality. 6. provide logical support for an assertion. 7. distinguish levels of abstraction. 	<p>14 hours</p>

		<p>characters – are they real and believable? Are the characters representative of archetypes?</p> <p>Have student-writers bring in movie reviews of presented movies for analysis.</p> <p>Have student-writers contact and interview a local movie reviewer to find out the criteria on which they review movies.</p> <p>Have student-writers write their own movie reviews of the presented movies.</p>			
Moving Pictures: Movie Analysis	Discuss basic scriptwriting techniques addressing the elements who, what, where, when, why, and how as well as the basic structure of	<p>Drama/Media Arts/Writing integration project:</p> <p>1. Have student-writers write a small scene script for drama students</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p>	<p>Develop student-writers' affective ability to:</p> <p>1. empathize with readers and know what strategies will be effective with</p>	10 hours

	<p>a beginning, middle, and end.</p> <p>Discuss how moving pictures/movies can complement story telling.</p> <p>Connect story writing and story telling principles, and characterization with effective movies.</p>	<p>to act.</p> <p>2. Coordinate with drama and media arts classes to produce a short film based on the script written by student-writers.</p> <p>3. Create production teams and have students assign roles.</p> <p>4. Produce/edit/direct a short film.</p>	<p>Self-evaluation rubric.</p>	<p>particular readers.</p> <p>2. recognize tone and understand what tone will be appropriate in a particular situation.</p>	
<p>Moving Pictures: Media Analysis</p>	<p>Discuss popular magazines and periodicals with particular attention to commercial considerations.</p> <p>Discuss interaction of advertisements, feature articles, layout techniques, and covers of magazines.</p> <p>Discuss social implications of how</p>	<p>Have student-writers bring in popular magazines.</p> <p>Questions to consider:</p> <p>"How much does it cost?"</p> <p>"Do you subscribe to it? Why/why not?"</p> <p>"What audience is the magazine</p>	<p>Group discussion and debate.</p>	<p>Develop student-writers' cognitive ability to:</p> <p>1. distinguish relevant from irrelevant information.</p> <p>2. distinguish 'fact' from 'opinion'.</p> <p>3. be 'objective' and recognize bias.</p> <p>4. recognize and</p>	<p>14 hours</p>

	<p>magazines affect adolescent self-perceptions.</p> <p>Discuss basic marketing strategies that allow magazines to sell advertising space.</p> <p>Remind student-writers that elements of this unit will be used in the production of their year-end portfolio.</p>	<p>written for? [gender, age range, financial status]"</p> <p>"What is the magazine mainly concerned with?"</p> <p>"What language does your magazine use? Is it colloquial, casual, formal, etc?"</p> <p>"What kinds of ads are found in the magazine?"</p> <p>"Examine the cover. What draws you inside the magazine? How relevant/appropriate/attention-grabbing is the cover shot?"</p>		<p>evaluate inferences.</p> <p>5. distinguish levels of generality.</p> <p>6. provide logical support for an assertion.</p> <p>7. distinguish levels of abstraction.</p>	
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Unit 6: Proetry: Prose Poetry [*10 hours*]

Content	Instructional Strategies	Example Exercises/ Resources	Assessment/ Evaluation	Learning Outcomes	Timeline
Introduction to Proetry	<p>Discuss and define poetry and prose.</p> <p>Discuss history of prose poetry with particular attention to rule conventions and use of metaphorical language.</p> <p>Discuss the use of author intention in defining proetry.</p>	<p>Read Wikipedia entry on prose poetry.</p> <p>Present examples of prose poetry.</p> <p>Engage in various free writing exercises designed to elicit and encourage development of personal prose poetry style.</p> <p>Attempt free writing exercises in unusual locations to provide alternative perspectives.</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	<p>Use writing formats associated with personal and expressive writing.</p> <p>Extend their sense of relationship between self and external world through writing.</p> <p>Recognize the inter-relationships of content, genre, and style by experimenting in writing various forms of expression and various genres.</p>	10 hours

Unit 7: Portfolio Assembly and Final Group Share [*6 hours*]

Content	Instructional Strategies	Example Exercises/ Resources	Assessment/ Evaluation	Learning Outcomes	Timeline
Portfolio Assembly	Time is given to assemble best writing pieces for a magazine feature.	<p>Examine Internet for various examples of writing portfolios.</p> <p>Present writing portfolios to class.</p>	<p>Peer suggestion and assessments.</p> <p>Group share.</p> <p>Peer feedback.</p> <p>Teacher feedback.</p> <p>Self-evaluation rubric.</p>	Synthesis of all previously stated learning outcomes.	6 hours