

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: Creative Writing - Fiction (#128)	
Rationale: To offer students an elective in the English Department, and to offer students a class that will allow and encourage an interest in literature as an art form, and will help them develop as writers of fiction.	
Course Description: The Creative Writing - Fiction course will combine such creative processes as journaling and peer critiquing with more analytical processes and expository writing about literature.	
How Does This Course Align With or Meet State and District Content Standards? See Pages 13, 14 and 15	
Length of Course:	One year
Grade Level:	Grades 10-12, with preference given to juniors and seniors
Credit: 10 units ☒ Meets graduation requirements ☒ Request for UC "a-f" requirements ☐ College Prep ☒ Elective ☐ Vocational	
Prerequisites:	Grade of C or better in previous English courses

Department(s):	English
District Sites:	UMHS
Board of Trustees Adoption Date:	January 23, 2001
Textbook(s)/Instructional Materials:	Miscellaneous supplementary materials
Date Adopted by the Board of Trustees:	May 8, 2001

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UNIT #1: Introduction to Fiction, Journals, and the Workshop Process

GOAL: 1) To help students understand the beginnings of fiction as an art form and as a sociological and psychological marker for people in all cultures; 2) To introduce students to the use of journals; and 3) To introduce students to peer evaluation, critiquing, and the workshop process

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Understand the history and origins of fiction and will examine different genres	1) Lecture and discussion on early fiction: styles, genres, and historical periods 2) Library visit: students peruse fiction section and create a list of genres; then, students compile lists of elements of fiction that occur in different genres
Learn to use daily journal writing as a means of exploring ideas, understanding the writing process, and practicing the techniques of fiction writing	Students will begin to keep a daily journal. On some days students will write freely, while on other days they will have prescribed topics or ideas. For example, they will write for 15 minutes about a favorite place or about an emotion
Learn to read his own work aloud and accept feedback from his peers; learn to critique other students' work constructively and kindly	1) Students will read Colette's "The Other Wife" and discuss it in workshop fashion, offering their views on what works in the story and what does

	not 2) Students will read short pieces of their own to the class for practice in giving and receiving criticism
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UNIT #2: Setting

GOAL: Students will study the use of setting in fiction, and will begin to incorporate detailed settings in their own writing

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Understand the use of setting in fiction	Students will read Jack London's "To Build A Fire" and the opening of Edgar Allan Poe's "The Fall of the House of Usher," and will discuss how the settings determine much of what the stories will be about
Use the five senses in creating a setting	Students will make lists of sensory details for a particular place
Understand and use setting as backdrop and a means of creating tone or atmosphere	1) Students will write descriptions of settings in an attempt to create distinct tones, atmospheres, and/or backdrops 2) Students will take short walking tours around campus and will describe in their journals a variety of settings
Understand and use setting as a driving force in the plot	Read Stephen Crane's "The Open Boat" and discuss the use of setting as antagonist
Understand and use setting as character	Students write short exercises in creating settings

enhancement	that help to show something about the character in that setting
Understand the function of setting in a novel	Students will begin reading “Of Mice and Men”, and will begin analysis of Steinbeck’s use of setting

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UNIT #3: Characterization

GOAL: Students will study the use of characterization in fiction, and will learn to use different methods of characterization in their own writing

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Learn the differences between direct and indirect characterization	Students will read and discuss Chapter 3: Character in <u>The Truth About Fiction</u>
Learn to create indirect characterization through the use of a character's actions, thoughts, appearance, speech and other characters' thoughts and dialogue about a character	1) Students will read John Updike's "A&P" and will discuss how Updike has used indirect characterization 2) Students will write short scenes in which they create characters without using any direct characterization
Analyze the function of indirect characterization in a novel	Students will discuss and make notes on the characterization in <u>Of Mice and Men</u>

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UNIT #4: Plot and Conflict

GOAL: Students will study the function of plot and conflict in fiction, and will learn the elements of a successful plot

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Review the traditional plot diagram for fiction (exposition, narrative hook, rising action, climax, falling action, and denouement).	1) Students will create a detailed plot diagram for <u>Of Mice and Men</u> 2) Students will read Shirley Jackson's "The Lottery," and will critique the plot
Learn, and experiment with, different types of conflict (man vs. man, man vs. nature, man vs. self, man vs. other)	Students will create plot diagrams for hypothetical stories in each of the conflict types. Students will then choose one of their own plots to begin fleshing out into a short story
Learn to analyze an author's use of plot	Students will write an analytical essay on the uses of setting, characterization, and plot in <u>Of Mice and Men</u>

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UNIT #5: Dialogue

GOAL: Students will study the uses of, and will learn to use, dialogue in fiction

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Learn the mechanics of written dialogue	1) Students will study and discuss Chapter 6: Dialogue in <u>The Truth About Fiction</u> 2) Teacher will provide information on proper punctuation of dialogue 3) Teacher will provide a dialogue with no punctuation and students will properly punctuate it
Analyze different authors' use of dialogue to convey information about characters and plot	Students will read Ernest Hemingway's "Hills Like White Elephants," and will analyze the information the author conveys through dialogue
Learn how to use beats in effective dialogue	Students will revise "Hills Like White Elephants," adding narrative and beats
Learn to create character through dialogue	Students will write a dialogue in which they reveal some secret about a character without letting that character actually say what the secret is
Learn to use dialogue to further a plot	1) Students will read Elizabeth Tallent's "No

	One's a Mystery," and will analyze and discuss what the author reveals about the two characters through their dialogue 2) Students will read Joyce Carol Oates' "Where Are You Going, Where Have You Been?" and will analyze and discuss the use of dialogue to move plot 3) Students will write a scene in which two characters discuss a conflict that is between them; their dialogue will reveal the ultimate resolution of their conflict without either one of them naming the resolution directly
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UNIT #6: Point of View

GOAL: Students will study the uses of, and will learn to use point of view in fiction

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Learn about and be able to identify different points of view in fiction; first-person narration, third-person limited narration, and third-person omniscient narration	1) Students will read and discuss Chapter 7: Point of View in The Truth About Fiction 2) Students will read excerpts from several teacher-provided stories, and will determine the point of view of each narrator 3) Students will read John O'Hara's "Do You Like It Here?" and will analyze why the author chose the third-person limited narration
Learn to use first-person narration	Students will write a scene using a first-person narrator
Learn to use third-person limited narration	Students will rewrite the same scene using a third-person limited narrator
Learn to use third-person omniscient narration	Students will rewrite the same scene a third time using a third-person omniscient narrator
Practice choosing which type of narration will best serve a certain story	Students will analyze the use of each type of point of view used in their scenes (above), and will then flesh out their scene/story using the

	point of view that will best serve the story they mean to tell
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UNIT #7: Symbolism and Theme

GOAL: Students will study the uses of, and will experiment with, the use of symbolism and theme in fiction

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Learn to recognize symbolism in fiction	1) Students read and discuss Chapter 8: Style - Symbolism in <u>The Truth About Fiction</u> 2) Students identify symbols in our society, and discuss what they generally signify
Use symbolism in his or her fiction	1) Students make a short list of friends and relatives, and attempt to match some sort of symbol to each person 2) Students write a short scene in which a person's symbol helps to convey something about that person's character
Learn to recognize themes in fiction; analyze the use of symbolism and theme in three short stories from the anthology	Students will read Nathaniel Hawthorne's "The Birthmark," Guy de Maupassant's "The Necklace," and Luigi Pirandello's "War," and will write a paper analyzing the authors' treatments of symbolism and theme
Use themes in his or her fiction	Students will write a short story in which a theme

	is clearly implied, but not overtly stated
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UNIT #8: Tone and Voice

GOAL: Students will study and experiment with different authorial tones and voices in fiction

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Understand how diction and syntax affect tone	1) Students will read and discuss Chapter 8- Style/Diction in <u>The Truth About Fiction</u> 2) Teacher will provide a number of excerpts to illustrate a wide variety of styles and tones formed by specific choices in diction and syntax 3) Students will pick out words and phrasing that denote a certain style or tone
Learn to choose vocabulary and create sentence structure purposefully to convey a certain tone	Students will write a scene several times, using different diction and syntax in each so as to create different tones and/or styles in the writings
Analyze an author's diction and syntax	Students will read Toni Cade Bambara's "the Lesson" and will write a short paper discussing Bambara's diction and syntax, and how each serves the story

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UNIT #9: Revision, Editing and Rewriting

GOAL: To teach students that the best writing grows out of intense revision, editing, and rewriting. Students will revise and rewrite their own works of fiction

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Edit his or her own and others' work	Students will engage in peer editing of manuscripts
Learn to revise his or her work, attempting to deepen the fiction	Students will revise their manuscripts based on their own deepening ideas about the purpose of the piece, and on their peers' comments and critiques
Rewrite his or her work based on editing, ideas for revision, and critiques from other students	Students will rewrite their stories, attempting to successfully juggle all the elements of fiction they have studied and practiced thus far

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UNIT #10: Submission and Publication

GOAL: To have students prepare a manuscript for submission and publication

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Learn how to properly format a manuscript for submission and publication	1) Students will study Appendix - Manuscript Style in <u>The Truth About Fiction</u> 2) Students will put one of their own stories into appropriate format for submission
Do research on which publications are open to receiving submissions from young writers	1) Students will study Appendix - Manuscript Style in <u>The Truth About Fiction</u> 2) Teacher will provide sources and create a list of publications that accept students' works 3) Students will research possible places to submit, and will evaluate appropriateness of their stories for specific publications
Learn appropriate business letter format and style for query letters to editors and publishers	1) Teacher will instruct students on proper business letter format, and query letter content and style 2) Students will compose query letters for their submissions
Submit one piece to an appropriate	Students will submit at least one piece for

editor/publication	publication
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CREATIVE WRITING - FICTION

ALIGNMENT WITH CALIFORNIA STATE STANDARDS IN LANGUAGE ARTS

Grades Nine and Ten:

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Structural Features of Literature

- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices: foreshadowing, flashback.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot and credibility of a text.

Literary Criticism

- 3.10 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.

Writing

- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.2 Write responses to literature.
- 2.3 Write expository compositions, including analytical essays.
- 2.4 Write business letters.

Written and Oral English Language Conventions

Grammar and Mechanics of Writing

- 1.1 Identify and correctly use clauses, phrases, and mechanics of punctuation.
- 1.2 Understand sentence construction and proper English usage.
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph, and sentence structure, diction, and syntax.

Manuscript Form

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Listening and Speaking

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 2.5 Deliver oral responses to literature.

Grades Eleven and Twelve:

Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.6 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view of comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

Writing

- 1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Writing Applications (Genres and their Characteristics)

- 2.1 Write fictional, autobiographical, or biographical narratives.
- 2.2 Write responses to literature.

Written and Oral Language Conventions

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.
- 2.3 Deliver oral responses to literature.