

Apogee Program Session 2

Course Title: Creative Writing: The Next Chapter

Course Description

Young writers at any stage of book writing—from great idea to the final chapters—are encouraged to join this class in which they study examples of successful and well-written novels and plot a course for writing their own pieces. Students will identify the elements that make a great novel and will apply them to their own process. Published authors will discuss their experiences and offer advice to budding authors. Daily peer critiques and revision workshops are utilized to help developing writers tap into their creativity and practice the focus, discipline and diligence necessary to complete a novel.

Essential Questions

What are the essential elements of the novel?
How can I discover the story only I can tell?
How do I develop my own writing voice?

Outcomes

Upon successful completion of this course, students will:

- Know the elements of writing a novel
- Understand the role of character, plot, place, theme and voice—as well as the importance of revision in writing the novel
- Apply their knowledge of the elements of writing to a greater understanding of reading the novel
- Analyze the novel by careful reading and write their own story with an eye to self-editing and revision.

Instructional Strategies

Writing and reading/reading and writing-- will begin and end our days. Students will discuss the successful elements in assigned novels read together as a class and individually and will then apply what they are discovering to their own written work. Just as a painter studies and imitates the masters, student writers will learn what works in the novels they read and apply it to the stories they write.

Student writers will explore different genres—the literary novel, mystery, science fiction, fantasy and historical work-- to discover their own paths to writing the story only they can tell. Finding one's truest, strongest voice is an important part of this writing journey—and we will accomplish this through daily workshops, peer review and individual conferences. Students will develop a vocabulary to articulate their respectful responses to the writings of their peers. Published writers will also discuss the process of writing a book—from ideas to hand-written notes and creative prompts to research and then, finally, to the printed page.

Resources and Materials

- **Books**
 - a. L'Engle, *A Wrinkle In Time*, 2007 Squarefish Edition, ISBN 978-0-312-36754-1
 - b. Peck, *HOW To write fiction like a pro*, 2006 Maupin House, ISBN 0-929895-85-1
 - c. Stead, *When You Reach Me*, 2009 Yearling, ISBN 978-0-375-85086-8
- **Web sites**

N/A

- **Other Media**
- N/A
- **Materials**
 - a. Binder
 - b. Loose-leaf paper
 - c. Pocket folder
 - d. Pens/pencils
 - e. Journal
 - f. Student should bring his/her personal favorite novel from home—preferably a well-read copy

Student Assessment

- **Pre-Assessment**

Students will write from a creative prompt given on the first day of the class. This piece of writing will not be shared in workshop but collected and kept by instructor.
- **Documentation of Learning**

Students will write daily in class, in journals, and work on their own manuscripts. Instructor will comment daily—both in one-on-one meetings and in editorial critiques on students works-in-progress. Students will also be asked to carefully read and formulate constructive commentary for the work of their peers during our writing workshops
- **Post-Assessment**

Students will write from the same prompt given on the first day of class—with a creative variation. Expo activity will be readings from student work—we will create our own café atmosphere—with students introducing the works of their peers.

Schedule

Date	Topic(s)	In-class Activities	Assignments/Assessments
Monday, July 18	Introductions—to each other and to novel-writing. Writing diagnostic. Creativity explored through Individual work andworkshop. Creating a community of writers	Writing diagnostic. Writing from a prompt. Writing exercises—developing character. In-class reading—A Wrinkle In Time— ch. 1.Discovering a book—for the first time or <i>again</i> ? Discuss the difference.	Beginning your novel—write one page on a character whose story you want to tell. Heroic villain or villainous hero— your choice! Journal-writing Read Ch. 2 of Wrinkle
Tuesday, July 19	Character/relationships. How do you make the unlikable characters well-rounded and believable	Heroes and villains. Team writing with a battle of good vs. evil (or at least the more complicated) Workshop of student writing on character	Write at least 1 page on place—where does your story begin? Journal-writing Read Ch. 3 of Wrinkle
Wednesday, July 20	First pages. Place--how do you decide where and when your story begins?	Students will study the first pages of many novels, their use of place, and discuss the various techniques of drawing the reader into the story. Workshop of student story beginnings.	Write 1-2 rough draft pages on plot. What happens in your story? Journal-writing Read Ch. 4 of Wrinkle
Thursday, July 21	Plot—Two dogs, one bone.	Discuss Robert Newton Peck’s “HOW to...” book. Ch. 3-6. Individual conferences with each student on his/her novel.	Read Ch 5 and 6 of Wrinkle. Write about a “Tesser” in your own words—explain it without using any of L’Engle’s words Journal writing
Friday, July 22	Theme—What’s it all about—that is, if it’s all about anything...	Discuss theme—from Wrinkle and from student writing. Developing the right voice for what you, the writer,	Read Ch. 7-12 of Wrinkle. Write a one-page letter to a friend recommending or not

Date	Topic(s)	In-class Activities	Assignments/Assessments
		want to say. Workshop “Tesser” pages	recommending he/she read the novel. Write the rough draft outline of your novel.
Monday, July 25	Inspiration is messy, hard work	Discuss Wrinkle Story cube workshop Individual conferences on student outlines	<i>When You Reach Me</i> /Stead Read pages 1-30 Journal writing
Tuesday, July 26	Titles—What’s in a name? Covers—judging a book by one!	Title Charades—how much do readers and writers know when they open a book—your book? Discuss <i>When You</i> pages. Continue writing novel.	<i>When You</i> —read pages 30-75 Write your own first chapter to be workshopped.
Wednesday, July 27	Revision—Third time’s the charm! (or 35 th time’s the charm) Details matter.	Write and re-writing. Find the <i>what-if</i> in your story. Small group exchange of work. Workshop of chapters. Guest: Author : Non-fiction writer Steve Fiffer (<u>T-Sue, How To Watch Baseball</u>) will discuss the importance of research —details matter!	<i>When You</i> —read pages 76-117. Continue writing your novel!
Thursday, July 28	Show Don’t Tell and Dialogue	Peck’s HOW to book—ch. 6-9 Practice showing through writing exercises Workshop of chapters	<i>When You</i> —read pages 118-156 Continue writing your novel!
Friday, July 29	Back to your characters—do they have minds of their own?	Play the what-if game in small groups—how do readers feel about the characters you created. Workshop on voice/style/point of view	<i>When You</i> —finish reading novel Journal—who influences your writing?
Monday, August 1	How realistic is realism? Fiction genres—mystery, sci-fi, paranormal, etc.	Discuss <i>When You Reach Me</i> Peck’s HOW to book--ch 10-14 Writing exercises on the cliché—how did Wrinkle begin again? Workshop and conferences	Writing, writing, writing— and some re-writing. Individual assignments based on conferences.
Tuesday, August 2	The Writing Life—shaping your experiences into art	Peck’s HOW to—ch 22-32 Individual conferences/workshops Students present their favorite books from home. In-class reading— <u>Baby</u> by P. MacLachlan	Writing, writing, writing—more individual assignments based on conferences
Wednesday, August 3	Judging a book by its cover—or not!	Guest author: Keir Graff, author of <u>The Other Felix</u> will discuss his work and answer questions about writing. 10:30 AM. In-class reading— <u>Baby</u> by P. MacLachlan	Still writing—individual assignments based on conferences.
Thursday, August 4	Making inspiration last—writing from prompts	Using story cubes, prompts, life and experiences, students will practice a write in—and prepare prompts for tomorrow’s explo/write-in. Conferences. In-class reading-- <u>Baby</u>	Polishing and re-writing your individual work. Practice reading for our write-in/read-in.
Friday, August 5	You’ve written a book—now what?	All writing is re-writing—student writers will polish, edit, prepare for sharing work and conducting a write-in at EXPLO!	

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

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