

Instructor: Amy Noyce
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Course Description

This course is designed for any student who is willing to write in and experiment with a variety of literary genres. Students will explore their own creative voice through writing practice, discussion of personal as well as other students' writing, and discussion of published writings. This is a class for students who are motivated, self-disciplined, and are willing to share their writing.

Learning Outcomes

At the conclusion of the course, students will have:

- Developed a personalized **bank of potential writing topics** to be used during this class and beyond.
- Cultivated skills in building **characters**, using effective **dialogue**, establishing **setting**, incorporating **figurative language**, and using common narrative **story patterns**.
- Demonstrated an understanding of some elements of various literary genres and utilize this understanding in your own writing.
 - Genres will include: **poetry, short story, script/playwriting, and novel writing.**
- Assembled a creative writing **portfolio** of written work.
- Practiced giving and receiving meaningful **feedback** on your own and others' writing.

Course Expectations

“Play Like a Champion” Each Day

- Write!
- Attend class regularly and arrive on time.
- Come prepared with a pen/pencil and paper (this is a writing class, after all) as well as your portfolio folder and a willingness to participate.
- Hand in assignments on time.
- Take risks—be willing to try.
- Do your best.
- ***iPods, cell phones, and other distracting electronic devices are not allowed unless the instructor explicitly states your ability to use them. If they are out without permission, they are subject to confiscation.***

This classroom is the “Friendly Confines”...at least the one outside of Chicago...

- Show respect for peers, yourself, and the instructor.

Grading Policies

Students will be graded using two basic criteria: 1) **Participation**—attending class, arriving on time, engaging in workshop groups, giving and watching presentations, participating class discussions, and sharing work. 2) **Written work**—all writing assignments, reflections, and portfolio development. The grade breakdown is as follows: A 94-100%; A- 90-93%; B + 88-89%; B 83-87%; B- 80-82%; C+ 77-79%; C 74-76%; C- 70-73%; D+ 68-69 %; D 63-67%; D- 60-62%; F below 60%

This course is designed so that all work can be done in class. As such, missing a class means you will be missing the brainstorming and writing time necessary to understand and complete any given assignment. If a student is absent—whether excused or unexcused—he or she is not there to participate and, thus, does not earn participation points for that day. Participation points for an excused absence can be made up by scheduling a time to come in before or after school or during lunch to make up work missed. This must be done within a week of the absence. Unexcused absences do not allow for a make-up of missed points.

Work that is **plagiarized** will receive a failing grade with no opportunity to redo for credit. If you ever have questions on if something you've written is plagiarism or not, even if it's for another class, **come talk to me and I'll help you.**

Late Work Policy

All assignments must be turned in when called for in class in order to receive full credit. Work turned in after the assignment is due loses 10% if it is turned in within 24 hours of when it was collected. It loses 20% if it is turned in within a week of its due date. Any assignment turned in more than a week after its due date will earn a maximum of 60% of full credit.

If a student has an excused absence, he or she has one week to turn in make-up work (assignments that were covered in class on the day of absence) for full credit. However, if an assignment was due on the day a student was absent, that assignment is due the day that the student returns to class.

Sometimes life happens and there are extenuating circumstances that prevent a student from turning in an assignment on time. Please work with me during these instances. *Hint: I will be more likely to be sympathetic when (if possible) they are explained **before** a due date.*

Once you have read and become familiar with the terms of this class, fill out the attached paper, detach it, and turn in the signed paper when called for next class. I look forward to writing with you this semester! *This assignment is worth 5 points.*

Disclosure Statement

I have read the open disclosure statement for Creative Writing.

Student Name (Please Print): _____

Student Signature: _____

Parent/Guardian name (Please Print): _____

Parent/Guardian Signature: _____

Parents or Guardians: If you can provide your email address, please do. This is by far the best and quickest way for us to communicate. Make sure you provide your email and not your student's address. Thank you.

Email: _____