



Senior Literature & Composition III: Creative Writing and Contemporary Literature

Course: Senior Lit and Comp III: Creative Writing and Contemporary Literature

Course Description:

Seniors have the choice of three year-long options. The common theme of all three courses is the Other, a concept which explores the ideas of identity, difference, and shared humanity. How am I Other? How do we use language and stories to shape our feelings about identity and the Other? Exploring how we reflect both self and others, seniors will enjoy rich and varied opportunities to study many voices and cultures.

What do our stories tell us about ourselves? How does the craft of today's literature reflect our cultural concerns? Contemporary fiction and poetry offer insight into human nature and our current moment. We will explore how the elements of fiction and poetry allow us to empathize with the Other. In this course, we will analyze and critique contemporary literature and use this understanding to compose our own work in a workshop setting.

Grade Level: 12th Grade

Unit Scope and Sequence:

Unit 1: Nonfiction - Creative Writing

Unit 2: Fiction - Literary Analysis

Unit 3: Workshop - Informational Writing, Portfolio Reflection

Unit 4: Poetry - Creative Writing

Unit 5: Drama & Film - Literary Analysis

Unit 6: Workshop - Informational Writing, Portfolio Reflection

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 1: Nonfiction

Unit 1: Nonfiction

In the first unit of the course students will study creative non-fiction by looking closely at voice, imagery, and arrangement in a variety of personal essays. Students will develop a proposal for their first semester workshop writing piece and begin developing an independent reading list to align with their proposal.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The techniques of form, voice, and structure in nonfiction help authors to use narrative to make sense of their lives and their world. - Students can use these same techniques as they craft any writing.	- How can the techniques of form, voice, and structure in nonfiction help you craft your own writing? - Who is your intended audience? - What occasion might bring them in contact with your writing? - What assumptions can you make about their interest, background knowledge, and questions? - How can you craft your content to grab your audience's attention and make them believe you will answer their questions?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Voice - Imagery - Arrangement	- Develop a piece for writing that frames a topic in a complex and interesting way. - Making intentional choices about form and syntax to create a specific tone. - Demonstrate an understanding of the conventions of the genre.

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 1: Nonfiction

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

Approach the writing task as a writer. Development (11-12.W.2)

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 2: Fiction

Unit 2: Fiction

In this unit students will study the techniques of fiction writing that can inform their own work. The techniques of point of view, characterization, narrative structure, and psychic distance inform the impressions authors offer of their contemporary moment, and students can use these techniques to offer and articulate their own impressions. Students will prepare for and engage in an academic discussion of their independent reading and complete a literary analysis of a short fictional narrative.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The techniques of point of view, characterization, narrative structure, and psychic distance inform the impressions authors offer of their contemporary moment. - Students can use these techniques to offer and articulate their own impressions.	- How do you selectively emphasize the details of character, plot, setting, and conflict to direct your reader's attention? - How do the techniques you have selected create the impact you are hoping for? - How do you want the reader's reactions to change as they move through your piece?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Point of view - Characterization - Narrative Structure - Psychic distance	- Compose an expressive text that uses literary devices to create an intended effect. - Support a thesis about a literary work with evidence and analysis. - Analyze the development of a theme throughout a literary text.

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 2: Fiction

Missouri Learning Standards

Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
 - Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (11-12.RL.2.B).
 - Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied (11-12.RI.2.B).
- Craft and Meaning
 - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.C).
- Interaction and Meaning
 - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
 - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

Approach texts as a researcher by synthesizing/ comparing/ contrasting ideas from multiple texts (11-12.RI.3).

- Relationship in Texts
 - Synthesize information from two or more texts about similar ideas/ topics to articulate the complexity of the issue (11-12.RI.3.B).

Collaborate (11-12.SL.1)

- Questioning
 - Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence (11-12.SL.1.B).
- Viewpoints of Others
 - Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (11-12.SL.1.C).

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 3: Workshop

Unit 3: Workshop

In sharing and revising sections of their first semester writing piece within small cohorts, students will learn the value of an artistic community through experience; they will grow to understand their own work as worthy of attention and discussion. At the end of the unit the students will gather a portfolio of their writing and reflect on their growth as a writer.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Authors workshop their writing with small groups of colleagues who provide a friendly audience and for early readings. • Authors often prepare for workshop readings by asking for feedback on specific aspects of their work to determine if they are achieving their intended effects. • Because sharing writing with an audience can be nerve wracking, workshop groups take time to get to know each other and make agreements about how they provide useful feedback to each other.	• What are our ground rules for how we will acknowledge each other's work and provide useful feedback to each other? • What kinds of feedback are most useful?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Curation • Reflection • Revision • Descriptive feedback vs. evaluative feedback	• Analyze how an author employs literary techniques to suggest a theme in a literary text. • Provide descriptive feedback to peers. • Revise their writing based on feedback about whether they are achieving their intended effects. • Reflect on their growth as a writer.

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 3: Workshop

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- Craft and Meaning
 - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.C).
- Interaction and Meaning
 - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
 - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

Approach the writing task as a writer. Development (11-12.W.2)

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 4: Poetry

Unit 4: Poetry

In this unit students examine the techniques of poetry that can inform their writing. The techniques of form, figurative language, meter, and diction inform the truth a poet conveys. Students will analyze a variety of poems and consider how these techniques apply to their work. Students will develop a proposal for their second semester workshop writing piece and begin developing an independent reading list to align with their proposal.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The techniques of form, figurative language, meter, and diction inform the truth a poet conveys. - Students can use these techniques to offer and articulate their own truths.	- How is poetry different from prose narratives? - How do literary techniques reflect a central idea and add to the impact of the poem?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Voice - Imagery - Arrangement - Figurative language - Form - Diction - Meter	- Employ literary technique in poetry to convey an idea and create an intended effect. - Make and support claims about the effect of literary techniques employed in a poem.

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 4: Poetry

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
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- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 5: Drama and Film

Unit 5: Drama and Film

The practice of bringing stories to life on the stage and on film begins with the script. Students will study the techniques of playwrights and screenwriters, as well as the team of artists they work alongside. Film makers offer viewers a carefully crafted reflection of their own world. Students will consider how these techniques might contribute to their own writing. Students will prepare for and engage in an academic discussion of their independent reading and complete a literary analysis of an excerpt from a drama or screenplay.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The practice of bringing stories to life on the stage and on film begins with the script. - Playwrights, screenwriters, and the team of artists they work alongside can't control the audience's attention in the same way an author can. They use multiple sensory techniques to direct and influence the audience's attention.	- What are the conventions of script and screenplay writing? - What are the differences between live performance and recorded, edited, and produced video?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Dialog - Blocking - Set design - Art direction - Cinematography	Analyze how an author employs literary techniques to suggest a theme in a drama or screenplay.

Senior Literature & Composition III: Creative Writing and Contemporary Literature Unit 5: Drama and Film

Missouri Learning Standards

Approach the writing task as a researcher (11-12.W.1).

- Research
 - Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate (11-12.W.1.A.a).
 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source (11-12.W.1.A.b).

Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
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- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).