

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: Redlands eAcademy Department Electives
(course offerings will be made available for all schools)

Contact Information

Contact Person: Raelene Chaney Phone: 909-307-5390

Email: raelene_chaney@redlands.k12.ca.us

Summer Contact Person: Raelene Chaney

Phone (home or cell): 909-658-5302 Email: doxierae@msn.com

Course Information

Course Title: Creative Writing III - The Novel Transcript Name (15 Max): Crtv Wrt III

Length of course: one year Amount of Units: 10
(one semester, two semesters, or one-year course)

Area of Credit: Elective
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: Secondary ELA Credential Additional Training: _____

Department Review Date: 9/3/24 Dept. Signature: _____

Site Administrator Signature: _____

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Mark Blime Date reviewed: 9/10/24

- District section of this form is appropriately completed
- All required attachments are affixed and appropriate
- Site signatures current and appropriate

Recommendation: Approve Do Not Approve Signature: _____

Course Approval Curriculum Committee

Approved by: Unanimous Decision Date approved: 9/20/24

Date approval/disapproval notification letter sent: 10/9/24

Signature: _____

Board Submission Date: _____ Board Approved Date: _____

New Course Submission

Creative Writing III - The Novel



COURSE OUTLINE

Creative Writing III- The Novel is a full year course that will result in a completed draft of a 50,000 word novel by the end of the year. The purpose of this course is to guide students through composing an extended work of fiction while helping them to develop their abilities to think analytically and critically about narrative elements. Throughout the year, they will deepen their understanding about setting, characters, plot, theme, and style. Students will achieve these goals by reading, annotating, discussing, and writing analytically about novels, short stories, poems, and drama using a writer's lens; participating in skills-focused writing exercises; providing and receiving feedback through writers' workshops; and journaling.

COURSE OVERVIEW

Using published works on writing, students will read, analyze, create, and write. Possible texts may include *If Beale Street Could Talk* by James Baldwin, *We Have Always Lived in the Castle* by Shirley Jackson, *Bird by Bird* by Anne Lamott, and a variety of nonfiction pieces about writing, excerpts, poems, short stories, and dramatic scenes. By the end of the year, students will work through the entire writing process with an extended work of fiction, and work through the writing process to revise the first 10 pages of that extended work.

PREREQUISITES & CO-REQUISITES & TARGETED STUDENT POPULATION

Creative Writing (0079 -Crtv Writing) and Creative Writing II. This course is designed for students who are interested in writing novels, story collections, and publishing.

COURSE CONTENT

Unit 1: Reading Like a Writer

Students will begin the class by reading *If Beale Street Could Talk* by James Baldwin (full text) and analyzing how the author develops setting, characters, plot, and themes throughout the story. At the same time, students will prepare for their own novel by brainstorming those aspects for their own potential novel. Students will explore and demonstrate their understanding of these aspects by annotating the text, participating in Harkness style discussions, completing journal entries, and developing prewriting for their own novels.

Assignments:

Students will compose a literary analysis essay that examines how Baldwin develops either the setting, characters, plot structure, or central themes of *If Beale Street Could Talk*. They will do this

by outlining their response, drafting the essay, receiving feedback through a workshop session examining their draft, revising and editing based upon that feedback, submitting a final draft, and writing a short reflection on their revision process. In addition to developing their understanding of how the author develops that particular narrative element within the story, this process will reinforce students' ability to provide critical feedback in writing to their peers as well as enhance their understanding of the writing process

Unit 2: Writing Like a Writer

In this unit, students will compose the first draft of their novels while they develop the skills necessary to accomplish this task such as describing setting, developing characters, writing dialogue, conveying tone through diction, building and sustaining tension, pacing plot, etc. Students will read *We Have Always Lived in the Castle* by Shirley Jackson (full text), as well as various poems, short stories, and dramatic scenes from a variety of time periods in order to study effective examples of how those skills are used in various contexts. They will also read selected chapters from *Bird by Bird* by Anne Lamott to deepen their understanding of the writing process. Students will explore and demonstrate their understanding of these aspects by practicing them with annotating the texts, participating in Harkness style discussions, completing journal entries, completing focused writing exercises, and drafting an extended work of fiction.

Assignments:

Students will compose the first draft of a 50,000-word novel by meeting a series of word count deadlines. Writing the novel will develop students' abilities to tell a full-length story that effectively establishes setting, develops main characters, moves through a plot that focuses on the resolution of a primary conflict, and conveys a central theme.

Unit 3: Revising Like a Writer

Throughout the third unit, students will focus on revising the first 10 pages of their story. They will learn to identify and address common first draft issues such as inconsistencies in voice, vague language, redundant phrasing or structures, underdeveloped settings or characters, plot holes, pacing problems, and mistakes in Standard English conventions (syntax, usage, and mechanics). These skills will be attained through practicing specific grammar skills, analyzing exemplars from professional writers, completing brief rewriting assignments, and workshopping excerpts of student work. Ultimately, students will self-evaluate their own manuscript, provide/receive formal feedback from a critique partner, and then use that feedback to revise and edit their novels.

Assignments:

After self-evaluating and receiving formal feedback from their critique partners, students will submit a final draft of the first 10 pages of their story, along with a multi-paragraph reflection in which

they identify the major revisions they made and explain their reasoning behind each major change. In addition to developing a more nuanced understanding of storytelling and the writing process, this assignment will improve students' ability to consider issues of audience and to provide/receive critical feedback to/from their peers.

Culminating Assessment: Finished Novel

Students will finish with a completed first draft of a 50,000 word novel, with the first 10 pages revised and edited, along with a reflection of their writing process.

COURSE MATERIALS

Chromebook

Google Classroom

Internet

Canva.com

RECOMMENDED BOOKS:

NaNoWriMo Young Writers Handbook by NaNoWriMo's Young Writers Program (ISBN-13: 979-8458912891)

Save the Cat! Writes a Novel by Jessica Brody (ISBN-13: 978-0399579745)

Save the Cat! Beat Sheet Workbook: How Writers Turn Ideas Into Stories by Jamie Nash (ISBN-13: 978-0984157631)

Bird by Bird by Anne Lamott Anchor 1995

If Beale Street Could Talk by James Baldwin Vintage 2006

We Have Always Lived in the Castle by Shirley Jackson Penguin Classics 2006

Rock Your Writing by Cathy Yardley Createspace 2014

WEBSITES

NaNoWriMo.org