



Dr. Sandy Melillo

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Webpage: <http://docmelillo.wordpress.com>

Lit Mag. pbhspompanotes.wordpress.com

Edmodo <https://broward.edmodo.com>

*Welcome to Creative Writing! While you certainly will have the opportunity for creative expression all year through your writing, you are also going to learn all the elements of good writing. This means you will learn all the rules of grammar and conventions, so that you can break them later...but it will be on purpose, not by accident. Together we will explore description, personal narratives, essays, plays, short stories, and poetry. After writing, sharing, teacher/peer assessments and rewriting, your work will be on display on our class electronic literature magazine **Pompanotes** for viewing by classmates, teachers, and the general public. I am looking forward to working with you in this course.*

In this class you will:

- Review elements of grammar and conventions that pertain to writing skills.
- Review elements of writing such as figures of speech, symbolism, scansion, imagery, point of view, verse form, and a variety of literary genre.
- Read and engage in Socratic discussions analyzing peer works that include novels, plays, short stories, poems and essays in order to share ideas, techniques, and personal expression.
- Review examples from a history of "good" writing for analysis and discussion.
- Engage in creative writing in a variety of literary genre including:
- Exceptional work will be displayed on the electronic literary magazine.

Grammar and sentence structure

NoRedInk <https://www.noredink.com/login>

Stephen King *On Writing*

The Illustrated Man Ray Bradbury

The Prince Niccolo Machiavelli

Review examples of classic writing in all genres

PROSE

Description
Personal Narrative
Reflection
Comparison/Contrast
Characterization
Monologue
Fable
Short Story
Journalistic style

POETRY

Parody
Haiku
Tanka
Cinquain
Bilingual Poem
Concrete Poem
Ekphrastic Poem
Sestina
Free Verse
Rhymed Poem
Point of View Poem
Shrinklit
Sonnet
Villanelle

ANY work turned in for grading that has not been written entirely by the student whose name appears on the assignment will be considered PLAGIARISM. Students will be encouraged to research reputable resources to support their opinions; however, any quotes from these resources must be labeled and correspond to a works cited list. This includes paraphrasing from Cliff's Notes, Barron's notes, Spark's Notes or ANY other book or internet resource. Students may be asked to submit their papers to TURNITIN.com for verification of originality. Consequences for plagiarism may include failure of the term grade. No late papers will be accepted for full credit. Students may earn an F rather than a 0 for a late paper.

Cell Phone Policy- VERY IMPORTANT

Cell phones will not be allowed to be used in class and must be stored in purses/backpacks, which will be stored in a cabinet during class or in the pocket provided at the front of the class. Any cellphones seen in class will be confiscated and turned into security and will result in a referral to administration as per school policy. There will be no exceptions. Students will retrieve phones and backpacks during the last five minutes of class. Because of past incidents of electronic cheating, this

policy is being adopted to help students adhere to the honors code for this school. It is important that students and parents understand this policy.

Class Rules:

- All backpacks, lunch bags, and purses will be put on the provided shelves for storage upon entering the classroom to allow maximum workspace at desk. Students will be given time before the bell to collect personal belongings.
- No student will be allowed in storage area without permission.
- Cell phones and music players must remain in backpacks and purses or stored in provided pockets.
- Personal headsets may be utilized ONLY when class is working on presentation projects.
- Student are NOT to access personal websites and/or email on computers during class time.
- Student need to daily check station and computers, keyboards, mouse and immediately record and report any damage.
- No eating and/or drinking in the classroom, near computers. Snacks and water allowed at desks only.
- Only one person out of the room to restroom at a time. (Use pass and sign out/in)
- Students must bring materials to class daily:
 - pens/pencils
 - writing notebooks will be provided
- Students will not remove flash drives or equipment from the classroom.
- Students will not touch items belonging to teacher or students without permission.
- Students will show respect for all class participants.
- Students will keep graded work in portfolio folder in class files.
- Each student will receive a composition book for journal entries
- Student work will be turned into Edmodo.

GRADING

Major Works 200 points

Description
Personal Narrative
Reflection
Comparison/Contrast
Poetry
Short Story
Characterization
Monologue

Group Projects

Grammar quizzes 50 points

Florida Core Standards

Students will focus on college and career readiness by engaging in:

[LACC.910.L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LACC.910.L.1.2](#) LACC.910.L.1.2 (2013-2014): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.910.L.1.2 \(2014-2015\)](#): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LACC.910.L.2.3](#) Apply knowledge of language to understand how language **functions** in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[LACC.910.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of **strategies**.

[LACC.910.L.3.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[LACC.910.L.3.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[LACC.910.RI.1.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[LACC.910.RI.2.6](#) Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[LACC.910.RI.3.7](#) Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

[LACC.910.RL.1.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[LACC.910.RL.1.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[LACC.910.RL.2.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[LACC.910.RL.2.5](#) Analyze how an authors choices concerning how to structure a text, order events within

it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[LACC.910.RL.3.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

[LACC.910.RL.3.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

[LACC.910.SL.1.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

[LACC.910.SL.1.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LACC.910.SL.1.3](#) Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LACC.910.SL.2.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LACC.910.SL.2.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[LACC.910.SL.2.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[LACC.910.W.1.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[LACC.910.W.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in [standards](#) 13 above.)

[LACC.910.W.2.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LACC.910.W.2.6](#) Use [technology](#), including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LACC.910.W.4.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

I have read and understand the course rules and syllabus.

Student Print Name and initial

Hr. _____

Parent/ Guardian Signature