

**INTRODUCTION TO CREATIVE WRITING (INCW)**  
**CTY Course Syllabus**

DAY	LESSON	OBJECTIVE
<b>WEEK ONE</b>		
<b>Monday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Ice Breaker: “37 Things”</li> <li>• Pre-assessment of Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering things in common and discovering our individuality</li> <li>• Reading, analysis, annotation, editing, and defining creative writing</li> </ul>
Afternoon –	<ul style="list-style-type: none"> <li>• Expectations &amp; Goals for class (journals, workshop, different paces, etc.)</li> <li>• Discuss reading as a writer – What is the author trying to convey? Why choose to write this story? In this style? (structure, dialogue, tone, diction, etc.)</li> <li>• Discuss what books/authors they like, what topics &amp; styles they tend toward?</li> <li>• Read: George Saunders, “The Falls”</li> <li>• Writing Exercise (Character): “20 Questions”</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for the expectations and defining the aspects of literary fiction</li> <li>• Content and Meaning in Fiction</li> <li>• Getting to know the students interests</li> <li>• Generating story ideas from our personal experiences and understanding where it originates</li> <li>• Identifying some of the crucial aspects of creative writing and writing it well</li> <li>• Discussion and Critical Analysis</li> <li>• Understanding Our characters</li> </ul>
Study Hall –	<ul style="list-style-type: none"> <li>• Read pp. 1-4, 124-127, and Lorrie Moore’s, “How to Become a Writer (respond in journal: RIJ)</li> <li>• Writing Ex: Con’t from the afternoon: Develop (in detail) a Character</li> </ul>	<ul style="list-style-type: none"> <li>• Responses focus students’ understanding of the content and meaning in a short story, how the writer crafted it, and the writer’s purpose in writing it</li> <li>• Developing round, multifaceted characters/Primary and secondary characters</li> <li>• Identifying terminology of the craft</li> </ul>
<b>Tuesday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• (Con’t) Reading and Freewriting</li> <li>• Discuss: George Saunders’ “The Falls” Personal Experience and Character</li> <li>• POV Exercise/”The Lens”</li> <li>• Group Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Analysis: Personal Experience and Character</li> <li>• POV, Diction Language, and Voice</li> <li>• Understanding Narrative Perspective</li> </ul>

DAY	LESSON	OBJECTIVE
Afternoon –	<ul style="list-style-type: none"> <li>• Perspective/“Psychic Distance”</li> <li>• Brainstorm on the board common clichés &amp; cliché storylines, etc. (<i>handout</i>)</li> <li>• Discuss Taboo Subjects &amp; Cliché: How to use it effectively</li> <li>• Writing Exercises: Character and Scenes Read and Discuss Plot (pp. 69-80)</li> <li>• Writing Exercises: Use Character/Cliché Exercises to Develop Opening Scenes</li> </ul>	<ul style="list-style-type: none"> <li>• (Con’t)Understanding and applying Narrative Perspective</li> <li>• Reading writing about writing, deconstructing a story, and understanding the writer’s objective</li> <li>• Understanding Literary Fiction vs. Genre Fiction</li> <li>• Writing Skills</li> <li>• Choosing the proper POV</li> </ul>
Study Hall –	<ul style="list-style-type: none"> <li>• Read: Raymond Carver’s “Are These Actual Miles” and Ernest Hemingway’s, “Hills Like White Elephants”” (<i>handouts</i>)</li> <li>• Writing Ex: “The Well-chosen Modifier” – Write a story with no adjectives or adverbs (10-15 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• The power of simplicity: understanding how additives can be unnecessary and too easy, ala Carver</li> <li>• Specific Word Choice—Concrete Nouns and Active Verbs</li> </ul>
<b>Wednesday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• “The Coffee Shop”/Cornerhouse Commons</li> <li>• Writing Ex: “Finding Fiction” and “Sparkwords”</li> </ul>	<ul style="list-style-type: none"> <li>• Begin Short Story and draw the opening Scene/“Story Maps”</li> <li>• Individual Instructor Advice</li> <li>• Application of Terminology and technique to words</li> </ul>
Afternoon –	<ul style="list-style-type: none"> <li>• Activity: “Apples to Apples”</li> <li>• Discuss: Carver and Hemingway</li> </ul>	<ul style="list-style-type: none"> <li>• Theme and Meaning through Subtext</li> <li>• Effective use of Dialogue (i.e.)</li> <li>• Direct vs. Indirect Discourse</li> </ul>
Study Hall –	<ul style="list-style-type: none"> <li>• Read: Haruki Murikami”s, “The Vanishing Elephant” and Gabriel Garcia Marquez’, “The Very Old Man with Enormous Wings” and</li> <li>• Writing Ex.: Through Different Eyes (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Detail, Metaphor Imagery, and Setting and Mood</li> <li>• Cadence and Tone</li> <li>• Magic Realism</li> </ul>
<b>Thursday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Continue reading and Responding to Readings</li> <li>• Exercise: Reading and Responding/Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Discussion Questions and Thoughts</li> <li>• Developing Discussion Tactics</li> </ul>
Afternoon –	<ul style="list-style-type: none"> <li>• Discuss: Complete Carver</li> <li>• Writing Exercise: “Cutting the Fat”</li> <li>• Writing—Short Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Economy of Language</li> <li>• Sharing and Critiquing work</li> </ul>
Study Hall –	<ul style="list-style-type: none"> <li>• Film: <i>Finding Forrester</i></li> </ul>	<ul style="list-style-type: none"> <li>• Inspiration</li> </ul>

DAY	LESSON	OBJECTIVE
<b>Friday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Writing Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Crafting the Short Story</li> </ul>
Afternoon –	<ul style="list-style-type: none"> <li>• Tobias Wolff’s Bullet in the Brain</li> <li>• Writing Exercises II and III</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Skills</li> <li>• Compression of Time/Authenticity in a work of Fiction</li> </ul>
<b>Sunday:</b>		
Study Hall –	<ul style="list-style-type: none"> <li>• Vladimir Nabokov’s “Signs and Symbols”</li> <li>• Writing Lab: (10-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Metaphor and Meaning/Reading For JOY:</li> </ul>
<b>WEEK TWO</b>		
<b>Monday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Writing Lab: (9-12 am)</li> <li>• Discussion: Review Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Skills</li> <li>• The Tip of the Iceberg: Understanding how what’s left “unsaid” in a story can inform the reader/Interpretation and Inference</li> </ul>
Afternoon –	<ul style="list-style-type: none"> <li>• Writing Lab: (1-3 pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Skills</li> </ul>
Study Hall –	<ul style="list-style-type: none"> <li>• Pier Editing/Miniworkshopping</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing the Draft for Workshop</li> </ul>
<b>Tuesday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Writing Lab (10-12 am)</li> </ul>	<ul style="list-style-type: none"> <li>• Finish first Draft</li> </ul>
Afternoon –	<ul style="list-style-type: none"> <li>• Read—Intro to Poetry</li> <li>• Writing Exercise: “Stick on Tattoo Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Things to avoid/Things to Achieve with Poetry</li> <li>• Getting Started</li> </ul>
Study Hall –	<ul style="list-style-type: none"> <li>• Read: Workshop Pieces 1-4</li> </ul>	
<b>Wednesday:</b>		
Morning:	<ul style="list-style-type: none"> <li>• Workshop</li> </ul>	
Afternoon:	<ul style="list-style-type: none"> <li>• Begin Poetry Lessons –read Miscellaneous poems from the text. Read and Discuss for form and meaning</li> </ul>	
Study hall:	<ul style="list-style-type: none"> <li>• Read &amp; Critique/Respond to Stories 5-7</li> </ul>	
<b>Thursday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Workshop Stories 7-10</li> </ul>	
Afternoon –	<ul style="list-style-type: none"> <li>• Scansion and Fixed Form</li> <li>• Read: (see handout and text)</li> </ul>	
Study Hall –	<ul style="list-style-type: none"> <li>• Irregular and Open forms</li> <li>• Read: (see handout and text)</li> </ul>	<ul style="list-style-type: none"> <li>• “The Rules” and how to break them</li> <li>• “Just Write!”</li> </ul>
<b>Friday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Writing Lab: (9-12)</li> <li>• Mini Workshops</li> <li>• Instructor Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Fixed form</li> </ul>

DAY	LESSON	OBJECTIVE
Afternoon –	<ul style="list-style-type: none"> <li>• Writing Lab: (1-3 pm)</li> <li>• Mini Workshops</li> <li>• Instructor Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Skills: Irregular</li> </ul>
<b>Sunday:</b>		
Study Hall –	<ul style="list-style-type: none"> <li>• Writing Lab: Story #2</li> </ul>	
<b>WEEK THREE</b>		
<b>Monday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Writing Lab: (9-12 pm)</li> <li>• Mini Workshops</li> <li>• Instructor Conferencing</li> <li>• Discussion: Story and Structure/Revision and Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Structure and Identifying areas for Revision</li> </ul>
Afternoon:	<ul style="list-style-type: none"> <li>• Music and Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Writing and Responding to the Arts</li> </ul>
Study Hall	<ul style="list-style-type: none"> <li>• Read: Poems 1-4</li> </ul>	
<b>Tuesday:</b>		
Morning:	<ul style="list-style-type: none"> <li>• Workshop 1-2</li> <li>• Writing Lab: Revision</li> </ul>	
Afternoon –	<ul style="list-style-type: none"> <li>• Writing Lab: Revision</li> </ul>	
Study Hall -	<ul style="list-style-type: none"> <li>• Read Poems 5-7</li> <li>• Workshop 3-4</li> </ul>	
<b>Wednesday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Workshop 5-7</li> </ul>	
Afternoon –	<ul style="list-style-type: none"> <li>• Writing Lab: Revisions</li> </ul>	
Study Hall –	<ul style="list-style-type: none"> <li>• Review for Post Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Terminology and Craft Review</li> </ul>
<b>Thursday:</b>		
Morning –	<ul style="list-style-type: none"> <li>• Class Anthology—Reacting to Music and Writing poetry and Prose</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry/Fiction and Expanding Horizons</li> </ul>
Afternoon –	<ul style="list-style-type: none"> <li>• Writing Lab: Revisions</li> <li>• Joint Class Activity with <i>Probabilities and Game Theory</i></li> </ul>	<ul style="list-style-type: none"> <li>• Finishing Up</li> </ul>
Study Hall –	<ul style="list-style-type: none"> <li>• Film: “Hitchcock’s, <i>Shadow of a Doubt</i></li> </ul>	
<b>Friday:</b>		
Morning	<ul style="list-style-type: none"> <li>• Post-Assessment</li> <li>• Anthology Reading</li> </ul>	