

Stories and Poems CTY Course Syllabus

* Note: this syllabus is tentative and will change throughout the three weeks to fit the pace of the class. Also, additional readings will be included, especially photocopied readings.

	What	How
Monday, Day 1		
Morning session (2.5 hours)	Course introduction Personal introductions Introduce book Free writing exercise	Short lecture, overview, class expectations, rules Name game Short lecture Five senses (Right now, I see...), pick one of the senses and write a paragraph, volunteers (always with writing exercises)
Afternoon session (2 hours)	Picture taking for portfolios Getting portfolios (composition books) ready One-on-one interviews Homework Daily wrap-up, journals	Headshots (my camera) with personal adjective Personalizing comp books, making pages for these categories: Setting, Language, Beginnings, Endings, Characterization, Words to Look Up, etc. (students will have time at end of each day to enter favorites into their portfolios) Pair students, have them interview each other with personal questions (likes, dislikes, etc.) and give short presentation of interviewee Bring in two photos or postcards
Tuesday, Day 2		
Morning	Free writing warm-up with pictures. Introduce book Ice-breaker: name poem Ice-breaker: new name poem	10 minutes. Write about whatever the picture makes you think of. Short book exercise to get them familiar (look at TOC and choose a story or poem you think you'd like, read it silently and give short report on it) What do you know about your name? Do you like your name? What does it remind you of? Write a short poem about it. Next, make up a name for yourself. Is there another name you wish you could have? What qualities does that name have? (i.e. bravery, intelligence)

<p>Afternoon</p>	<p>Writing exercise: using the senses</p> <p>Lesson: Show, don't tell Writing exercise: show, don't tell</p> <p>Writing exercise: The secret object game. Using sensory description.</p> <p>Homework: Story based on secret object Daily wrap-up, journals</p>	<p>Describe... the inside of the car that brought you here today your favorite pair of shoes your kitchen your favorite lunch a thunderstorm Short lecture How does friendship look? How does love look? How does anger sound? How does happiness smell? Repeats above lesson using objects I've brought in. They close eyes and I give them each one object. Stressing they're not to open eyes, give them a minute with it. They make similes with five senses. This thing feels as _____ as a _____, etc. Show each student object. We'd see how their similes matched up with their secret objects. Give your secret object a name. Write a story about it</p>
<p>Wednesday, Day 3</p>		
<p>Morning</p>	<p>Free writing warm-up Lesson: Metaphors Reading: "Rain Music" by Joseph Seamon Cotter, Jr.</p> <p>Writing exercise: Metaphors</p> <p>Reading: "The Unquiet Grave" Writing exercise: Metaphors</p>	<p>Short lecture on board Read aloud What do you like? Volunteer to define metaphor. List other metaphors. What is the central metaphor in this poem? What is the rain in this poem? What is the earth? Emotional impact: Is this poem hopeful or dark? How? Using Cotter as model, write poem about the wind in which some object takes the place of the wind, perhaps a lion or a locomotive. Write a four-line poem Discussion: what does the "withered stalk" stand for? Second metaphor exercise</p>
<p>Afternoon</p>	<p>Similes</p> <p>Reading: Writing exercise: similes</p>	<p>Short lecture. Ask for definition of simile and compare that to metaphor, write on board.</p> <p>They list everything they ate or drank during lunch. Choose one. They fill in the blanks five or six times. End result</p>

	Daily wrap-up, journals	will be verse-like. (Ex.: taco could be as crunchy as a sheet of old snow, etc.) Taco As _____ as a _____.
Thursday, Day 4		
Morning	Free writing warm-up Lesson: Characterization through detail Reading: “Lady, Lady” by Anne Spencer Writing exercise: characterization through detail	Short lecture Read aloud. What do you like? This poem is a portrait of a tired African-American washerwoman. What do we know about this woman? What details do we know about this person? How is her character revealed? They imagine the washerwoman. What would she say? In the washerwoman’s voice, complete these prompts: I don’t like it when... I once saw... I once heard... I wish...
Afternoon	Reading: John Ruskin’s “The King of the Golden River or the Black Brothers” Writing exercise: Characterization Reading: Daily wrap-up, journals	Discussion focusing on Ruskin’s characterization of the old visitor Using Ruskin as a model, describe, in a paragraph, the most interesting person you know, focusing especially on the five senses
Friday, Day 5		
Morning	Free writing warm-up Reading: “In Haiti is Riot of Color” by John F. Matheus Writing exercise: Describing a place or setting Reading: John Clare’s “Autumn” Writing exercise: Describing a season	Read aloud. What do you like? What is the writer saying in the last stanza? What do all these colors remind him of? How do these memories make him feel? Matheus uses color to describe this place (Haiti). Use colors to describe the best vacation or trip you’ve ever taken. Use at least five colors as you describe various parts of this place. Discussion: based on Clare’s descriptions, how does he feel about autumn? Favorite examples Using Clare as a model, write your own poem about autumn, careful to avoid clichés like falling leaves. Instead, what things happen in your life to tell <i>you</i> it’s the fall?

Afternoon	<p>Reading: Excerpt from David Brill's <i>As Far As The Eye Can See</i>. Description to show emotion, action verbs, detail. Writing exercise: A time when you were scared.</p> <p>Homework: Essay.</p> <p>Daily wrap-up, journals Collect portfolios for weekly comments from instructor</p>	<p>Read aloud. What do you like? List verbs on board. Where are the similies?</p> <p>List five times when scared. Choose one, free write. Quick revision session to make as descriptive, concrete as possible. With "scared" work, compose three-to-five paragraph essay. Have beginning, middle, and end. Focus on descriptive, highly sensory detail. Use Brill as model. Read good examples aloud next time.</p>
Monday, Day 6		
Morning	<p>Return portfolios to students Free writing warm-up Personification lesson Reading: Stephen Crane's "Little Birds of the Night" Writing exercise: personification</p> <p>Reading: "Gay Go Up, And Gay Go Down" Writing exercise: Personification</p>	<p>Short lecture Discussion focusing on personification Using Crane as a model, choose an animal and give it human characteristics. Have your animal come in contact with another animal or a person Discussion focusing on the bells' personification Using "Gay Go Up" as a model, choose some noisy object such as dogs barking, telephone, microwave, and tell us what each of the things is really saying when it makes its noise</p>
Afternoon	<p>Observing lesson Reading: Walt Whitman's "There Was a Child Went Forth" Writing exercise: Observing</p> <p>Daily wrap-up, journals</p>	<p>Short lecture Discussion focusing on what his young boy sees in the world around him</p> <p>Start at the beginning of lunch and go through recess until just before you got back to class. Make headers of the five senses. Make a list of everything you saw, heard, etc. Craft that list into a poem, paying attention to language and how to start and end.</p>
Tuesday, Day 7		
Morning	<p>Free writing warm-up Lesson: complexity of character Reading: Christopher Smart's "My Cat Jeoffry"</p>	<p>Short lecture: Characters, like people, are both good and bad, etc. Discussion focusing on all the different aspects of Jeoffry. List them on board</p>

	Writing exercise: complexity of characters	Do you know someone who's a little good and a little bad? Is it a pet or a person? Using Smart as a model, compose a poem listing all their characteristics.
Afternoon	Lesson: Structure Reading: "This is the Key of the Kingdom" Writing exercise: Structure Daily wrap-up, journals Homework: Story about an object, also read London's "To Build a Fire"	Short lecture Discussion focusing on the poem's structure, from very broad to very specific and back again. Why did the author structure it this way? First, we think of the biggest thing we can think of, all the way down to the smallest thing in it. Then go back out again. Then, we do the "What's under that?" game/session. Students imagine a thing, then what's under that, etc. Read Lafcadio Hearn's "Reflections" and using it as a model, write your own story centering on some object (his is a mirror).
Wednesday, Day 8		
Morning	Free writing warm-up Lesson: paradox Reading: William Morris' "I Know a Little Garden-Close" Writing exercise: paradox	Short lecture Discussion focusing on how Morris takes something we don't normally think of as beautiful (a dead garden) and makes it beautiful because of what it means to him Think of something that most people think of as ugly. Using Morris as model, write a poem to your sibling explaining why it's beautiful.
Afternoon	Lesson: Time, tension Reading: Jack London's "To Build a Fire" Writing exercise: Time, focusing on the crucial moment Daily wrap-up, journals	Short lecture on why it's important to slow down and fast-forward in stories Discussion Using London as a model, focus on one very specific time to establish tension
Thursday, Day 9		
Morning	Free writing warm-up Lesson: The different kinds of stories: fiction, poetry, nonfiction Reading: James Thurber's "Snapshot of a Dog" Writing exercise: Composing	Short lecture Discussion about "true stories" Think about a pet you've had. What

	creative nonfiction	interesting things has it done? Pick one and tell us about it.
Afternoon	Lesson: Climax Reading: Various fairy tales (Cinderella stories) Writing exercise: Creative nonfiction stories about ourselves Homework: Researching stories Daily wrap-up, journals	Short lecture Discussion Do you have any true ghost stories? Times when you've thought you've seen a ghost? What happened? Is there a climax? Do your parents or siblings have any ghost stories? Write one down with a beginning, middle, and end.
Friday, Day 10		
Morning	Free writing warm-up Lesson: Identity Reading: Gary Soto's "Baseball in April and Other Stories" Writing exercise: Identity	Short lecture What in Soto's stories make him unique? What about his culture? Using Soto's stories as a model, does your family or culture have its own traditions? What makes your family unique?
Afternoon	Reading: Writing exercise: Daily wrap-up, journals Collect portfolios for weekly comments from instructor	
Monday, Day 11		
Morning	Return portfolios to students Free writing warm-up Lesson on voice Reading: Lewis Carroll's "Beautiful Soup, So Rich and Green." Writing exercise: Voice	Short lecture Discussion focusing on writer's particular voice or tone Make lists of favorite and least favorite foods. Choose one and write a story or poem in which you play up your attitude as much as possible.
Afternoon	Reading: William Schwenk Gilbert's "Nightmare" Writing exercise: Handling scary material with lighthearted voice Daily wrap-up, journals	Discussion about how Gilbert takes something scary, and because of how he handles it (his voice), he makes it less scary, even fun. Using Gilbert as model, take a scary subject (the dark, monsters, the dentist) and make it fun. How can you poke fun at these scary things?

	Reading aloud: Christina Rossetti's "Goblin Market"	During last week, instructor or PA reads several stanzas per class
Tuesday, Day 12		
Morning	Free writing warm-up Lesson: Myth as a form Reading: Rudyard Kipling's "The Elephant's Child" Writing exercise: Myth	Short lecture Discussion focusing on how Kipling explains a natural phenomenon in story form Using Kipling as a model, explain in story form how the bee got its stinger or how the deer got its antlers, etc.
Afternoon	Lesson: Fable as a form Reading: Aesop's "The Crow and the Pitcher" Writing exercise: Fable Reading aloud: "Goblin Market" Daily wrap-up, journals	Short lecture Discussion focusing on how fables teach a lesson. What is the lesson here? Choose a lesson you've heard said by your mother or grandfather, etc., such as "You are what you eat," etc. Write your own fable, using animals, that illustrates this maxim.
Wednesday, Day 13		
Morning	Free writing warm-up Reading: four snow-themed poems in Bloom Writing exercise: showing emotion through natural phenomena	Discussion about how the four authors handle descriptions of snow. How does each feel about snow? Why is snow such a popular topic? How does snow make you feel? Describe the most vivid memory of a snowstorm and try to include how it made you feel.
Afternoon	Reading: Writing exercise: Reading aloud: "Goblin Market" Daily wrap-up, journals	
Thursday, Day 14		
Morning	Free writing warm-up Lesson: Putting it all together Reading: Writing exercise: Group poetry writing, group story writing.	One-line or one-sentence per student stories. Group writing followed by discussion of skills implemented.
Afternoon	Reading: Writing exercise: Group	

	<p>writing.</p> <p>Reading aloud: "Goblin Market"</p> <p>Daily wrap-up, journals</p> <p>Collect portfolios for final comments from instructor</p>	
Friday, Day 15		
Morning	<p>Return portfolios with final comments</p> <p>Free writing warm-up</p> <p>Writing exercise: reflection on what we've discussed</p>	<p>Students compose reflective essay on what they're most proud of, what they think they're best at, etc. Also, their favorite readings.</p>
Afternoon	<p>Writing exercise: looking forward</p> <p>Reading aloud: "Goblin Market"</p> <p>Daily wrap-up</p> <p>Closing, goodbyes, personal notes, poems, stories from instructor to students</p>	<p>If you were to write a book on anything at all (story, poems, something in the world), what would it be about? Why do you want to write that book?</p>