

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

GOVERNOR LIVINGSTON HIGH SCHOOL
ENGLISH DEPARTMENT

WRITING FOR PUBLICATION

#0057

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on _____.

TABLE OF CONTENTS

	Page
Philosophy and Rational	1
Course Proficiencies.....	2
Course Objectives	2
Student Proficiencies	4
Methods of Evaluation.....	6
Course Outline/Student Objectives.....	7
Suggested Audio Visual/Computer Aids.....	9
Suggested Materials.....	10
Resources for Students	10
Resources for Teacher	10

Addendum:

New Jersey Core Curriculum Standards may be viewed @ www.nj.state.us

New Jersey Core Curriculum Content Standards – Language Arts Literacy

**New Jersey Core Curriculum Content Standards – Cross Content Workplace
Readiness**

PHILOSOPHY/RATIONALE

Writing for Publication is a one-semester, 2.5 credit course offered as an English elective. The course is open to students in grades 10, 11, and 12 who are interested in publishing their work as well as in developing their writing potential in the genres of short story, poetry, the personal essay, and autobiography. Regardless of one's personal career choice, writing is an essential component of most professions. This course seeks to encourage students' creative writing as well as to prepare them for the writing they will be required to do in college and beyond. The class balances students' creative writing with the writing of expository essays, in response to the work of published authors. Students will be encouraged to prepare their writing for publication, and selected pieces will be submitted to various journals.

COURSE PROFICIENCIES

COURSE OBJECTIVES

- I. To examine the craft of creative fiction through reading and writing original short stories, as well as critical essays that explore the work of published authors. (3.1/D3, E1,2, G5,6,7,8,9,10,12; 3.2/A1,2,3,4,5,7 B1,2,3,5,8,9,11,12 C1,2,3,4,5,6 D1,2,9,11,12; 3.3/B2,4,5 D1; 3.4/A1,2, B1)
 - A. Identify the elements of plot (exposition, rising action, climax, falling action, resolution), conflict, theme, and character through reading the work of published authors.
 - B. Create original short stories that attend to plot and practice the development of theme, conflict, and character.
 - C. Produce a written analysis of a short story that critiques and examines the author's story and implied intention.
 - D. Examine and critique short stories written by peers for use of literary techniques.
 - E. Explore publication sources and prepare written work for submission.

- II. To explore the world of poetry through reading an array of poets and creating original poetry, as well as critical essays that focus on the work of published poets. (3.1/D2,3 E1,2 G5,6,7,8,9,10,12; 3.2/A1,2,3,4,5,7 B1,2,3,5,6,8,9,10,11,12 C1,2,3,4,5,6 D1,2,9,11,12; 3.3/B2,3,5 D1; 3.4/A1,2 B1)
 - A. Identify the poetic devices of metaphor, simile, irony, tone, meter, rhyme, form, and symbol through examining the work of published poets.
 - B. Create original poems that model various poetic styles and forms.
 - C. Explicate poems written by published poets and analyze their styles.
 - D. Examine and critique poems written by peers for use of poetic devices.
 - F. Prepare written work for publication.

- III. To comprehend the significance of the personal essay and its contribution to writing as an art form through reading the creative nonfiction of published authors and writing original personal essays. (3.1/D2,3, E1,2, G5,7,8,9,10,12; 3.2/A1,2,3,4,5,7 B1,2,3,5,6,8,9,10,11,12 C1,2,3,4,5,6 D1,2,9,11,12; 3.3/B2,3,4 D1; 3.4/A1,2 B1)
 - A. Examine the techniques of the personal essay through reading the work of popular essayists.
 - B. Identify the various styles and modes of expression adopted by various essayists.
 - C. Create personal essays using the personal essays of published authors as models.

COURSE PROFICIENCIES (continued)

- D. Examine and critique personal essays written by peers for particular narrative strategies and techniques.
 - E. Prepare written work for publication.
- IV. To appreciate autobiography as a distinct genre through reading the memoirs of published writers, and writing original autobiographical sketches. (3.1/D3, E1,2 G5,7,8,9,10,11; 3.2/A1,2,3 B1,2,3,5,6,7,9,10,12 C1,2,3,4,5 D1,2,9,11,12; 3.3/B2,3,5 D1; 3.4/A1,2 B1)
- A. Study the craft of memoir writing through reading brief sketches by contemporary writers.
 - B. Compose a collection of memory pieces through exploratory writing.
 - C. Create a series of autobiographical sketches taken from memories and real life experiences.
 - D. Prepare written work for publication.

STUDENT PROFICIENCIES

The student will be able to:

1. Use appropriate rhythm, flow, meter, and pronunciation when reading. (3.1/D2)
2. Read a variety of genres and types of texts with fluency and comprehension. (3.1/D3)
3. Assess and apply personal reading strategies that were most effective in learning from a variety of texts. (3.1/E1)
4. Practice visualizing what is happening before and during reading. (3.1/E2)
5. Understand the effect of literary devices on readers' emotions and interpretation. (3.1/G5)
6. Analyze and evaluate the appropriateness of diction and figurative language. (3.1/G6)
7. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. (3.1/G7)
8. Interpret how literary devices affect reading emotions and understanding. (3.1/G8)
9. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox). (3.1/G9)
10. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. (3.1/G10)
11. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. (3.1/G12)
12. Engage in the full writing process by writing daily and for sustained amounts of time. (3.2/A1)
13. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. (3.2/A2)
14. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, subtlety of meaning. (3.2/A3)
15. Review and edit work for spelling, usage, clarity, and fluency. (3.2/A4)
16. Use the computer and word-processing software to compose, revise, edit, and publish a piece. (3.2/A5)
17. Reflect on own writing and establish goals for growth and improvement. (3.2/A7)
18. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. (3.2/B1)
19. Critique published works for authenticity and credibility. (3.2/B2)
20. Draft a thesis statement and be able to support and defend it through highly developed ideas, paragraph development, organization, and content. (3.2/B3)
21. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc. (3.2/B5)

STUDENT PROFICIENCIES (continued)

22. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. (3.2/B8)
23. Provide compelling openings and a strong sense of closure to writing. (3.2/B9)
24. Use the responses of others to review content, organization, and usage for publication. (3.2/B11)
25. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. (3.2/B12)
26. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling). (3.2/C1)
27. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. (3.2/C2)
28. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. (3.2/C3)
29. Use transition words to reinforce a logical progression of ideas. (3.2/C4)
30. Exclude extraneous details, repetitious ideas, and inconsistencies. (3.2/C5)
31. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. (3.2/C6)
32. Employ the most effective writing format for purpose and audience. (3.2/D1)
33. Demonstrate command of a variety of writing genres, such as: persuasive essay, personal narrative, research report, literary research paper, descriptive essay, critique, response to literature, parody of a particular narrative (fable, myth, short story, etc.). (3.2/D2)
34. Apply all copyright laws to information used in written work. (3.2/D4)
35. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing. (3.2/D7)
36. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. (3.2/D8)
37. Extend peer contributions by elaboration and illustration. (3.3/B2)
38. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. (3.3/B4)
39. Question critically the position or viewpoint of an author. (3.3/B5)
40. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression). (3.3/D1)
41. Explore and reflect on ideas while hearing and focusing attentively. (3.4/A1)
42. Listen skillfully to distinguish emotive and persuasive rhetoric. (3.4/A2)
43. Listen to summarize, make judgments, and evaluate. (3.4/B1)

METHODS OF EVALUATION

Methods of Evaluation will include:

1. Weekly creative writing pieces
2. By-weekly expository essays
3. Active involvement in all collaborative activities
4. Final portfolio of all completed work produced throughout the semester
5. Final publication project

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N. J. Core Curriculum Standards	Indicators	Course Outline/Student Objectives
3.1 3.2 3.3 3.4 8.4 8.6	D2,3 E1,2 G5,6,7,8,9,10,12 A1,2,3,4,5,7 B1,2,3,5,8,9,11,12 C1,2,3,4,5,6 D1,2,4,7,8 B2,4,5 D1 A1,2 B1 B2 C1,2 D1 A3,8,9,10,11	I. Writing the short story A. Recognize the writer’s intention in developing plot (exposition, rising action, climax, falling action, resolution), conflict, character, theme and literary devices by reading such authors as Raymond Carver, Sandra Cisneros, Kate Chopin, and Ernest Hemingway. B. Create original short stories using published authors as models. C. Analyze short stories written by published authors and members of the class. D. Evaluate short stories paying particular attention to detail, theme, and symbol. E. Review the techniques and steps for preparing creative fiction and critical essays about creative fiction for publication.
3.1 3.2 3.3 3.4 8.4 8.6	D2,3 E1,2 G5,6,7,8,9,10,12 A1,2,3,4,5,7 B1,2,3,5,8,9,11,12 C1,2,3,4,5,6 D1,2,4,7 8 B2,4,5 D1 A1,2 B1 A1,2 B1 B2 C1,2 D1 A3,8,9,10,11	II. Writing Poetry A. Examine poetry for such literary techniques as metaphor, simile, irony, tone, form, and rhyme by reading the poetry of various poets including Robert Frost, Richard Wilbur, Langston Hughes, Marge Piercy, Anne Sexton, and others. B. Create original poetry using a variety of poetic styles of published authors as models. C. Explicate poems written by published authors and members of the class. D. Analyze poetry written by published authors and members of the class. E. Review the techniques and steps for preparing poetry and critical essays about poetry for publication.

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

1. www.ncte.org/solutions/publishstudentwriting
2. www.thewritesource.com
2. www.writesite.org
3. www.inkspot.com
4. www.idbsu.edu
5. www.kidpub.org
6. www.faximum.com
8. www.candlelightstories.com

SUGGESTED MATERIALS

Resources for Students

1. The Creative Writer's Craft. NTC/Contemporary Publishing Group: Chicago, Ill.1999.
2. The Writer's Craft Workbook. NTC/Contemporary Publishing Group: Chicago, Ill.1999.
3. What If?. Harper Collins: New York, NY. 1990.

Resources for Teacher

1. The Art of The Personal Essay. Ed. By Philip Lopate. Doubleday. 1995
2. Merlyn's Pen. Annual ed. East Greenwich, RI
3. Susquehanna Review