



LISLE SENIOR HIGH SCHOOL

Creative Writing

Department Contact Information

Table with 3 columns: Teacher, Email, Phone Number. Rows include Patrick Woyna, Erin Kern, Svea Patrick, Courtney Mulhaupt, and David Sally.

DEPARTMENT MISSION

The Lisle Senior High School English program furthers of the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four- year senior high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication.

COURSE DESCRIPTION

This course will expose students a variety of different writing styles while promoting students growth in literacy and writing. Students will produce journals, poetry, short stories, and one-act plays. Students will study an eclectic array of poems, short stories, scripts, and films that share on attribute: No matter the time or place of their origins, they confront ideas that matter and will help you develop a string sense of what creative writing is.

COURSE LEARNING STANDARDS

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



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W.11-12.4. 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 1–3 above.)

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

COURSE GRADING POLICY

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is defined as any assignment which extends outside of the normal school day, i.e.. - worksheets, projects, essays, presentations, etc.

LATE WORK POLICY

Summative Assignment Submission	%	
On time	100%	of earned grade awarded
Up to 3 weeks late	90%	of earned grade awarded
Deadline	0%	No evidence of mastery

COMMUNICATION WITH COURSE TEACHER(S)

Electronic communication with your teacher must come through google classroom or your school email. The best way to contact me is through email. If you do not get a response within 48 hours, please call or resend the email, as it might have gone to the spam folder.

OTHER SUPPORT

Students can also attend peer tutoring in the Learning Resource Center M, W & F during all study halls. or drop in for peer tutor during lunch periods or before and after school through the Learning Resource Center. Parents or Guardians can actively check Power School for their child's grade. Parent School is a communication tool until final grade is posted.



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