

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-ENG-030BV2-AVT	Grade Level	9-12
Course Name	Summit Creative Writing- Sem 2	# of Credits	0.5
SCED Code	011040G0.5022	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Creative Writing B is generally offered first semester. Students create original essays, poems, and short stories in this course, which uses two textbooks and focuses on the four-step process writing model. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast. After students turn in each assignment, the teacher supplies detailed suggestions for revision. This feedback helps students learn how to improve their self-expression and self-editing skills.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	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.
L.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).
L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	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.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).
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.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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.)
RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.a	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1.b	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1.c	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.10	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.
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

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.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9.b	b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Creative Nonfiction Focus Getting Started and Goals	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.b W.11-12.10	<p>Apply the writing process.</p> <p>Explore and respond to examples of nonfiction genres: memoir, personal essay, travel/place essay, nature essay demonstrating mastery of central ideas, sequence of events, point of view, structure, and figurative language.</p> <p>Explore and analyze creative nonfiction as a genre that differs from fiction.</p> <p>Develop personal writing goals for the course.</p>
Creative Nonfiction Focus Elements of Creative Nonfiction, Part 1	RI.11-12.1 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5	<p>Apply the writing process: generative writing, drafting.</p> <p>Read and analyze works of literature to examine imagery, setting, point of view, dialogue, figurative language, narration, nonfiction “plot,” and other elements specific to creative nonfiction.</p>

	<p>W.11-12.6 W.11-12.9.b W.11-12.10</p>	<p>Apply the use of “showing” techniques and figurative language in a short piece of creative nonfiction.</p> <p>Look at nonfiction examples without “showing” techniques and look at examples over same topic with “showing” techniques.</p> <p>Apply understanding of creative nonfiction genres through writing creative short drafts.</p>
<p>Creative Nonfiction Focus Elements of Creative Nonfiction, Part 2</p>	<p>RI.11-12.2 RI.11-12.5 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.1, a-e W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.b W.11-12.10</p>	<p>Apply the writing process: generative writing, drafting, self review, peer review.</p> <p>Read and analyze works of literature to examine: theme, tone, and nonfiction essay form.</p> <p>Apply elements of: imagery, setting, point of view, dialogue, figurative language, narration, nonfiction “plot”, theme, form and other elements specific to creative nonfiction to a draft of creative nonfiction.</p> <p>Apply knowledge of creative nonfiction genres through writing creative short drafts.</p>
<p>Creative Nonfiction Focus Creative Nonfiction Project</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.b W.11-12.10</p>	<p>Apply the writing process for creating works of creative nonfiction: revision, and editing.</p> <p>Research your topic and find reliable sources.</p> <p>Synthesize feedback from peer review, evaluate revision options, and apply revisions to a short nonfiction piece.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar, and sentence structure.</p> <p>Write reflectively to analyze the writing process.</p> <p>Revisit, expand, and develop personal writing goals for the course.</p>
<p>Fiction Focus Fiction Practice and Development</p>	<p>RL.11-12.3 RL.11-12.5 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6</p>	<p>Apply the writing process: generative writing.</p> <p>Analyze uses of fictional elements in literature: unreliable narrator, flashback, irony, and foreshadowing.</p>

	W.11-12.9.a W.11-12.10	Apply elements of flashback, irony, unreliable narrator, and foreshadowing to short drafts of fiction.
Fiction Focus Advanced Fiction Elements, Part 1	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10	Apply the writing process: generative writing. Recognize and read various sub-genres of short fiction. Review and analyze uses of fictional elements as they appear in various sub-genres of fiction: characterization, setting, plot, theme, point of view, tone, and style. Apply elements of setting, point of view, plot, tone, characterization, and dialogue to short drafts of fiction.
Fiction Focus Advanced Fiction Elements, Part 2	RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10	Apply the writing process for creating works of fiction: drafting, self-review, and peer review. Analyze uses of fictional elements in literature: allegory, allusion, symbolism, scene, exposition. Apply concepts of allegory, allusion and symbolism to short drafts of fiction. Apply distinct elements of scene and exposition to short drafts of fiction. Apply knowledge of fiction genres and techniques through writing creative short drafts.
Fiction Focus Fiction Project	L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10	Apply the writing process for creating works of fiction: revision and editing. Synthesize feedback from peer review, evaluate revision options, and apply revisions to a short fiction piece, incorporating advanced fiction techniques such as symbolism, allusion, and/or allegory. Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar, and sentence structure. Write reflectively to analyze the writing process. Revisit, expand, and develop personal writing goals for the course.

<p>Poetry Focus Poetry Practice and Development</p>	<p>RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process for creating works of poetry: generative writing.</p> <p>Recognize, read and apply various forms of poetry, including: Petrarchan sonnet, Shakespearean sonnet, pantoum and ode.</p> <p>Analyze uses of poetic elements in literature: theme, tone, meter, rhyme, diction, imagery, rhetorical and figurative language, and sound.</p> <p>Listen to readings of poem types.</p>
<p>Poetry Focus Advanced Poetry Elements, Part 1</p>	<p>RL.11-12.4 RL.11-12.6 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process for creating works of poetry: generative writing, drafting.</p> <p>Analyze uses of poetic elements in literature: concepts of allegory, allusion and symbolism, irony and ironic tone.</p> <p>Apply elements of irony and ironic tone to drafts of poetry.</p> <p>Apply elements of allegory, allusion, and symbolism to drafts of poetry.</p> <p>Apply knowledge of poetic forms through writing drafts of various types of poems.</p>
<p>Poetry Focus Advanced Poetry Elements, Part 2</p>	<p>RL.11-12.5 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process for creating works of poetry: drafting, self-review and peer review.</p> <p>Analyze uses of poetic elements in literature: line manipulation, enjambment, and variations in line length.</p> <p>Analyze uses of poetic elements in literature: stanza forms, including couplets, tercets, quatrains, and using white space.</p> <p>Apply elements of line manipulation to drafts of poetry.</p> <p>Apply elements of stanza forms to drafts of poetry.</p> <p>Apply elements of tone and theme to drafts of poetry.</p> <p>Apply elements of diction to drafts of poetry.</p>

<p>Poetry Focus Poetry Project</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process for creating works of poetry: revision and editing.</p> <p>Synthesize feedback from peer review, evaluate revision options, and apply revisions to poems in various forms.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar, and sentence structure.</p> <p>Write reflectively to analyze the writing process.</p> <p>Revisit, expand, and develop personal writing goals for the course.</p>
<p>Writing for Stage and Screen Introduction to Playwriting</p>	<p>RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process to drafts of playwriting: generative writing.</p> <p>Read and respond to short play scripts.</p> <p>Analyze elements of fiction as they apply to playwriting, including character, plot and setting.</p> <p>Apply elements of fiction as they apply to playwriting to writing exercises or short drafts.</p> <p>Watch a movie of a play.</p>
<p>Writing for Stage and Screen Elements of Playwriting, Part 1</p>	<p>RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process to drafts of playwriting: generative writing, drafting.</p> <p>Read and respond to short play scripts.</p> <p>Identify structural elements of a play including scenes and acts.</p> <p>Identify characteristics of typical stage structures: proscenium, thrust, theater-in-the-round.</p> <p>Analyze the use of setting on the stage.</p> <p>Analyze the use of dialogue in playwriting.</p> <p>Apply the use of setting to writing exercises or short drafts.</p>

		<p>Apply the use of dialogue in playwriting to writing exercises or short drafts.</p> <p>Apply understanding of structural elements of plays to writing exercises or short drafts.</p>
<p>Writing for Stage and Screen Elements of Playwriting, Part 2</p>	<p>RL.11-12.3 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process to drafts of playwriting: generative writing, drafting, self and peer review.</p> <p>Analyze script writing format.</p> <p>Analyze the use of monologue in playwriting.</p> <p>Analyze the effective use of stage directions.</p> <p>Apply the use of monologue to writing exercises or short drafts.</p> <p>Apply script writing format to a short draft.</p> <p>Apply the use of stage directions in a draft.</p> <p>Create effective characters, setting, plot, dialogue and script structure in a draft.</p>
<p>Writing for Stage and Screen Playwriting Project</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply the writing process to a draft of playwriting: revision, and editing.</p> <p>Synthesize feedback from peer review, evaluate revision options, and apply revisions to a short nonfiction piece.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar and sentence structure.</p> <p>Analyze personal writing process.</p> <p>Revisit, expand, and develop personal writing goals for the course.</p>
<p>Traditional Publishing Exploring Traditional Publishing</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f</p>	<p>Explore and analyze the traditional publishing process.</p> <p>Apply knowledge of publishing terminology: manuscript, submission, bio, cover letter, hard copy, word count, serial rights.</p> <p>Apply the steps in the publishing process.</p>

	<p>W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply copyright regulations and avoidance of plagiarism.</p> <p>Analyze appropriate publishing venues for personal work: researching for style fit, genre specifications, publishers’ aesthetics, etc.</p> <p>Select a work of creative nonfiction, fiction, poetry, or drama for submission to a third-party publication.</p> <p>Apply the writing process: self-review, peer review, revision, and editing.</p>
<p>Traditional Publishing Submitting for Publication</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.a W.11-12.10</p>	<p>Apply skills to create a brief author’s biography to accompany your submission.</p> <p>Synthesize feedback from peer review, evaluate revision options, and apply revisions.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar, and sentence structure.</p> <p>Evaluate and submit a finished piece of writing to a traditional publisher.</p> <p>Evaluate and post a finished piece of writing to the class anthology.</p> <p>Read and respond analytically to other students’ selections in a class anthology</p> <p>Write reflectively to analyze the writing process.</p>
<p>Traditional Publishing Reflection and Self-Analysis</p>	<p>W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Analyze personal writing style.</p> <p>Analyze growth as a writer.</p> <p>Analyze and reflect on semester writing goals.</p> <p>Develop new writing goals.</p>