

Name of Course: Creative Writing and Technology (M.Ed.)

כתיבה יוצרת ומטכנולוגיה (תואר שני)

Name of Teacher: Dr. Emmy Zitter

Number of Hours: Two hours weekly for two semesters

Type of Course: Interactive lectures (second year, elective)

Course Description: The course in creative writing will help participants appreciate the richness of the English language by encouraging them to use it creatively and with sophistication. It will also encourage the participants to use creative writing to teach their own pupils to use the language more effectively, focusing on using new technology such as blogs and wikis in the classroom.

At a time when the study of literature in the English curriculum has been given more emphasis than ever by the Ministry of Education, this course will use recognized texts (poems and short stories) and the experience of writing and reading their own works to deepen the participants' understanding of literature. These students, all of whom are English teachers, will then be able to guide their own pupils in their reading and writing, thus enriching their pupils' language skills and their abilities in critical reading.

The course will give participants general guidelines for writing assignments, e.g. by genre (write a haiku, a sestina, a sonnet, a short story), by technique (create an extended metaphor, work

on dialogue), or by general subject and theme (write a description focused on sensory information, plan a story that hinges on a secret revealed). We will create a class blog and wiki to get experience in writing for and managing new writing technologies. In the course of their writing and discussion, participants will learn the vocabulary of writing, literary analysis, and technology, with a view to becoming better, more conscious writers and self-critics and to teaching writing in their own TESOL classrooms.

Course Objectives:

1. Students will study elements of writing in classic texts.
2. Students will learn steps in creative writing: pre-writing, drafting, revising, editing, and publishing, including creating Internet based publications such as blogs and wikis and performance platforms such as VoiceThreads.
3. Students will learn to critique their own writings and those of their peers. They will learn to write collaboratively by creating wikis.
4. Students will learn how to use creative writing to enrich their pupils' language skills in TESOL classrooms.
5. Students will study the use of new technologies in publishing in TESOL classes.

Course Outline:

1. Elements of poetry, including performance
2. Genres of poetry
3. Elements of short story
4. New media, new messages, new genres: writing blogs and wikis

5. Using creative writing in the L2 classroom to enhance language skills (oral, listening, reading, writing)
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- Methods of Teaching:**
1. Short lectures about classic texts, followed by discussion and modelling for writing
 2. Writing workshop, in which students share and critique their writing
 3. Computer Assisted Instruction—the course will include a website for publishing works in progress and finished works. Students will also get experience creating and maintaining a class blog and wiki.

- Course Requirements:**
1. Vigorous participation in class discussions and workshops
 2. Participation in class blog and wiki
 3. Completion of writing exercises and assignments
 4. Creation of a portfolio, including all material from pre-writing through final draft
 5. Completion of three original poems and a short story, for publication on the website
 6. English Mastery is essential throughout.

- Assessment:**
- English Mastery will be assessed in each of the following:
- 20% Class participation and discussion
 - 20% Participation in blog and wiki
 - 30% Portfolio, from pre-writes to drafts
 - 30% Final publication (poems and story)

References(* = required reading):

- Bernays, A., & Painter, P. (1997). *What if?* (rev. ed.). New York: Harper Collins Press.
- Burroway, J. (2006). *Imaginative writing: The elements of craft* (2nd ed.). New York: Longman.
- Burroway, J., & Weinberg, S. (2002). *Writing fiction: A guide to narrative craft* (6th ed.). New York: Longman.
- * Hanauer, D. (2001). The task of poetry reading and second language learning. *Applied Linguistics* 22(3), 295-323.
- * Gardener, J. (1991). *The art of fiction: Notes on craft for young writers*. New York: Vintage Books.
- * Harper, G. (2006). *Teaching creative writing*. New York: Continuum International Publishing Group.
- Herrington, A., Hodgson, K., & Moran, C. (2009). *Teaching the new writing: Technology, change and assessment in the 21st century classroom*. New York: Teachers College Press and California: National Writing Project.
- Macken-Horarik, M., & Adoniou, M. (2008). Genre and register in multiliteracies. In B. Spolsky & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 367-382). Malden, MA: Blackwell Publishing.
- Prose, F. (2007). *Reading like a writer: A guide for people who love books and for those who want to write them*. New York: Harper Collins Publishers.
- * Sun, Y. C. (2010). Extensive writing in foreign language classrooms: A blogging approach. *Innovations in Education and Teaching International*, 47(3), 327.
- * Thiel, D. (2004). *Crossroads: Creative writing in four genres*. New York: Longmans Press.