**Peer Power Creative Writing Syllabus-Journal and Article Writing Sections**

**Spring 2011**

**Professor Malsbury, BSBM, MM**

**Suggested materials:** dictionary, thesaurus, paper, pens or pencils

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| **In this course** scholars and tutors will read published material in newspapers, magazines, and other periodicals. Each week we will work toward comprehension and analysis of same as is required for the ACT/SAT exam. We will produce material in the form of journals and articles. We will read and discuss recently published material in order to familiarize ourselves with the latest articles of publishable merit and to practice vocabulary building, critical thinking, and analysis, and improve upon their writing skills. The students will individually and as groups produce material for articles and journals to submit to the various workshops for discussion. Finally, each student will submit a portfolio of revised material and an essay at the end of this course, about what they learned from this course and how it has helped them to become better readers, writers, and communicators.  **The purpose of this course** is to introduce scholars and tutors at Peer Power to writing. Tutors and scholars will aid the instructors in leading workshops that will provide the students with an opportunity to produce written work in two genres for review by their peers, introduce student writers to an audience of serious readers, and provide students with the opportunity to improve their writing, reading, and comprehension skills.  **Learning outcomes:** By course end students, tutors, and scholars should become comfortable with expression of their thoughts on paper, as well as, recognition and recall of the various journal and article formats.  **Lesson 1:** Introduction to Journal Writing  There are many varieties of journals. I.e., literature response, learning log, book buddy journal, home-school journal, electronic journal, daily group journal, personal journal, character journal, and draw and tell journal to name a few.  Literature response journals discuss what students read in articles, magazines, and books that can help develop creative self-reflection and critical thinking skills that transcend their past experiences and moves them into visualization of positive futures., increase vocabulary, and comprehension  Learning logs help cement what is learned in the classroom or other environment by taking notes as to times, dates, and content discussed. Learning logs can address and compensate for shortfalls while continuing to stimulate knowledge and comprehension growth in areas that are already strong.  Book/Buddy journals can help students to learn from one another. These journals are used for notes on specific items that are read in the classroom environment. They can be shared in group settings to see how each child perceives the articles and how they attach meaning to the things that surround them.  Home/school journals can note what things occur in the home and school environment and how interplay of same shape outcomes and aptitude in the educational setting. These journals also provide educators with inside stories on their student populace.  Electronic journals are kept on computers or thumb drives. Sometimes these can be shared over the internet.  Daily group journals are used to note the changes in group dynamics and group participation. They can help all keep abreast of who knows what and where learning deficiencies are that need to be addressed such that students perform well on the SAT/ACT and improve their GPA’s.  Personal journals are about one persons life and can include any details that they believe are pertinent to them. They can reveal goals, fears, hopes, and more. To keep current these should be written in at least three times per week. They can depict personal growth over a longer duration of time.  Character journals are written about fictitious or real people. They can assign any trait or skill and can form the basis for short stories and novels. They can be compiled via direct observation or entirely made up.  Draw and tell journals draw and tell. They are how to’s. This type of format may be what is used in the Shelby Farms Project. Whatever is planted, grown, etc. can be noted along with soil, sun, and water to determine what vegetables or plants are meeting with success and which need to be changed to make them a success.  Questions:   1. How many of you have ever kept a journal? 2. Was it recently or a childhood thing? 3. How often did you write in it? 4. Can you label some benefits of journaling?   Activities:  Go to any place where people gather. Watch the people. Take notes on what the people are doing and how they are behaving. What do you believe is taking place? Why?  Begin keeping a journal of our weekly meetings. Include what new things you’ve learned and what you still hope to learn.  Select a periodical or newspaper article. Ask the m to read it individually and then come together as a group to discuss what they thought the article was about. Assign one person to take notes or journal. Keep these to see how we grow in knowledge and comprehension. We can compare these at the end of this course.  Begin keeping a personal journal. Include dates, places, accomplishments, dreams, and desires. Set some realistic goals and compare your accomplishments to those goals at course end.  **Lesson 2:** Article Writing.  Articles like reports should follow a special format. Select a topic. When you have a topic you should focus on what you want to present. Do you want to:  Entertain, persuade, or inform?  Then…  Who is your audience?  What data do you need to fulfill what you want to present? Do you know where to locate this data? How will you arrange the data?  Do you need graphs or charts to drive your message home?  Present your findings logically. There should always be an introductory paragraph where you outline for the reader what the contents are about. I.e. How long has it been since you’ve had a vacation? Can you recall the last time you stepped foot on a sandy beach? Do you desperately need to get away? The time is now! You are only a few keystrokes away from making your dream vacation a reality. Let us show you how easy it is. This sets the direction of what is to come and informs your reader of the topic of this article.  Will you inform, persuade or entertain the reader next?  The body should describe what you outlined in the introduction. For example, Vacationsrus.com specializes in creating memorable vacations for you and your family. You can select budget, location, and an array of extras from our pool of extras. (Extras range from facials and spa visits to deep sea fishing and snorkling and more) Simply click on your vacation destination and then fill in the blanks. When your reservation is complete click the submit button and see what comes back. We think you will be pleasantly surprised at what our newfangled vacation reservation system can do for you. As a matter of fact, we believe you will be so happy with the results we will provide you a promotional code for when you actually book this reservation that can reap you additional discounts. These rates and discounts are good as far out as sixty days from your original search. You’ve got nothing to lose and everything to gain. Try it now!  The closing should recap and ask for something in return. I.e., Thank you for selecting vacationsrus.com as your vacation reservationist. We have taken the headache out of booking reservations and placed you in control. We know that once you have booked your vacation and actually take that long deserved trip you will come back to us for all of your vacation reservation needs. We look forward to making you and your family’s vacation dreams come true. Thank you again for suing vacationsrus.com we appreciate your patronage.  Articles that inform may tell someone who is unfamiliar with Peer Power Foundation what Peer Power is and does. Powerful messages can come from those affiliated with successful projects and testimonials can help persuade people to become part of this select group.  Articles that entertain may be reviews of movies or gallery openings, etc.. They may speak about current or past events. They may be fashion or cultural or oriented toward food and drink. |  |