

**English 5530: Creative Writing/Creative Teaching**  
**Theme: “Writing the Hero/Heroine’s Story”**  
**2 Credits**

**Instructor: Dr. Danielle Dubrasky**  
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**Texts:**

These books will be available at the conference for purchase or you can order them ahead of time. The deadline for the writing assignments from these books is **December 7**.

- *Chinese Apples: New and Selected Poems* by W. S. Di Piero
- *Writing the Sacred into the Real* by Alison Deming
- *Tuesdays with Morrie* by Mitch Albom

**Course Description:**

The purpose of this class is to integrate creative writing assignments into a secondary education curriculum in order to encourage a confident relationship with words and thus improve student writing skills. A secondary purpose is to propose ways in which creative writing techniques can be used to create a community within the classroom. The theme of this year’s course is “Writing the Hero/Heroine’s Story.”

The creative writing workshops will address the idea of the hero’s story in the genres of poetry, nonfiction, and drama through creative writing exercises. The hero’s story is an archetype that originates with the earliest forms of literature. Traditionally a hero goes on a quest involving a journey of self-discovery. The workshops will be centered on this idea.

A pedagogy workshop “Writing the Hero/heroine’s Story within the Academic Story” will address educational challenges faced by students in rural areas with a focus on Native American education. The workshop will center on the symbolism of the hero’s story and how it can help students who may feel alienated from the educational process. It will provide creative writing techniques through which students can see their journey as a part of their education rather than separate from it.

The class includes attendance of *Tuesdays with Morrie* performed by the Utah Shakespearean Festival.

**Requirements:**

The requirements will be based on the creative writing and pedagogy exercises presented in the workshops. They will be comprised of a combination of creative writing assignments and lesson plans.

1. Due on September 16 via e-mail to Dr. Danielle Dubrasky, [Dubrasky@suu.edu](mailto:Dubrasky@suu.edu):

A. When you have taught creative writing, have you seen an increase in a student's confidence in his or her writing skills? Please explain.

B. Have you used creative writing as a transition into expository writing? If so, please explain.

C. Based on your teaching experience, how does the metaphor of "the hero/heroine's story" apply to a high school students' academic experience?

D. How would you use the metaphor of "the hero's/heroine's story" in a writing assignment, either creative or expository?

These answers can be brief paragraphs. We will discuss them in the Pedagogy Workshop.

2. September 18

Attend the poetry, nonfiction, and drama workshops, as well as *Tuesdays with Morrie*.

3. September 19

Attend the pedagogy workshop "Writing the Hero/Heroine's Story within the Academic Story"

3. September 21-October 23

Summarize teaching ideas from the creative writing and pedagogy workshops. Make a list of teaching ideas from attending the play *Tuesdays with Morrie*.

Finalize three teaching ideas into three writing strategies that implement the hero/heroine's story.

Finish one creative writing assignment from one of the workshops

4. October 26-November 20

Implement one of the teaching ideas in the class room and write an assessment on your results to be shared with other class members.

5. Due by December 7

There will be writing assignments from the assigned texts. These will be made available at the conference.