**Academic Prompt with Rubric**

**Creative Writing Workshop**

**Assignment Steps**

1. Ensure you are addressing the assignment topic (poem, short story, or creative nonfiction essay).

2. Begin writing early so you have plenty of time.

3. Develop a rough draft or outline for your piece.

4. Write a draft. Word process the draft.

5. Bring draft to workshop, receive constructive criticism and feedback from peers and professor.

6. Revise your first draft incorporating classmates’ and professor’s feedback. Create a second draft.

7. Submit revision on the due date, during class.

**Rubrics for Evaluating Student Creative Work**

“D” will be awarded for writing that has clearly been produced minutes or hours before class—that is, work that demonstrates a clear lack of engagement and investment in what is being read, how we’re reading it in class, and the reason why we’re reading it the way we are;

“C” will be awarded for writing that demonstrates average engagement with the fundamental elements of form, craft, and technique, that read marginally inspired, obscure, or clichéd;

“B” will be awarded for writing that demonstrates above average engagement with the fundamental elements of form, craft, and technique and audience, that read relatively inspired, vaguely complex, even in humor, satire, or daily observations;

“A” will be awarded for writing that demonstrates an exceptional commitment to understanding the elements of form, craft, and technique and attention to audience, and thus the creative writing reads inspired, complex, and thoughtful, is aware of its goals, has been thought through, is attentive to voice and diction, etc., and ultimately puts the elements to use in terms of what creative writing attempts to accomplish as an art form.

**OR…**

Student: Date:

|  |  |  |
| --- | --- | --- |
| Outcomes | Scale | Subtotals & comments |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Acquire competencies* | Student successfully reproduces an appropriate exemplar. | Student successfully adapts an appropriate exemplar to his/her own specifications. | Student creates an entirely new object, solution, or idea that is appropriate to the assignment. |  |
| *Take risks* | Student stays strictly within the guidelines of the assignment. | Student considers new directions or approaches without going beyond the guidelines of the assignment. | Student incorporates new directions or approaches to the assignment in the final product. |  |
| *Solve problems* | Only a single approach is considered and is used to solve the problem. | Student considers and rejects less acceptable approaches to solving problem. | Having selected from among alternatives, student develops a logical, consistent plan to solve the problem. |  |
| *Embrace contradictions* | Student acknowledges alternate, divergent, or contradictory perspectives or ideas. | Student includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way. | Student incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way. |  |
| *Innovate* | Student reformulates a collection of available ideas. | Student experiments with creating a novel or unique idea, question, format, or product. | Student creates a novel or unique idea, question, format, or product. |  |
| *Connect, synthesize, and transform* | Student recognizes existing connections among ideas or solutions. | Student connects ideas or solutions in novel ways. | Student synthesizes ideas or solutions into a coherent whole. |  |
| TOTAL/COMMENTS |

Scale: 18-16 points = A; 15-13 points = B; 12-10 points = C; 9-7 points = D; less than 7 points = F