



Creative Writing

Memoir - Blending the Lines Between What Happened and Imagination

Task Object Assessment Item Blueprint (TOAB)

Learning Task Item and Number	Objective	Outcome Level (Bloom's Taxonomy)	Assessment Item
Goal 1			
Students will be able to write a personal essay / memoir that demonstrates various elements and techniques of creative non-fiction. (Main Goal derived from goal statement)	Write a Personal Essay / Memoir	Synthesize	Rubric based evaluation
Step G1.1.0 – Analyze various elements of craft used in creative non-fiction.	Write an analysis essay or at least one page that identifies and analyzes how the elements of craft used in a selection from class help create the whole.	Analyze	Rubric base evaluation
G1.1.1 – Identify the differences between fiction and non-fiction.	In one or two paragraphs on a discussion thread, describe fiction, non-fiction and list the differences.	Comprehend	Criteria Checklist
G1.1.1.1 – Identify major techniques of creative non-fiction.	In a short written review, identify the major techniques of creative non-fiction in a selection from class.	Comprehend	Criteria Checklist
G1.1.1.1.A – Name the major techniques of creative non-fiction.	List the major techniques of creative non-fiction.	Knowledge	Formative

<p>G1.1.1.1.B – Explain the major techniques of creative non-fiction</p>	<p>In a short essay, explain what the major techniques of creative non-fiction are.</p>	<p>Knowledge</p>	<p>Criteria Checklist</p>
<p>G1.1.1.2 – Identify major techniques of fiction.</p>	<p>In a short written review, identify the major techniques of creative non-fiction in a selection from class.</p>	<p>Comprehend</p>	<p>Criteria Checklist</p>
<p>G1.1.1.2.A – Name the major techniques of fiction.</p>	<p>List the major techniques of fiction.</p>	<p>Knowledge</p>	<p>Formative</p>
<p>G1.1.1.2.B – Explain the major techniques of fiction</p>	<p>In a short essay, explain what the major techniques of fiction are.</p>	<p>Knowledge</p>	<p>Criteria Checklist</p>
<p>G1.1.2 – Identify the difference between creative non-fiction and other types of non-fiction</p>	<p>In a discussion post, identify the differences between a creative non-fiction selection and other types of non-fiction.</p>	<p>Comprehend</p>	<p>Formative</p>
<p>G1.1.2.1 – Name the different types of non-fiction.</p>	<p>List the different types of non-fiction.</p>	<p>Knowledge</p>	<p>Formative</p>
<p>G1.1.2.2 – Describe the different types of non-fiction.</p>	<p>In a short discussion post, describe the different types of non-fiction.</p>	<p>Knowledge</p>	<p>Formative</p>
<p>G1.1.3 – Identify found metaphors.</p>	<p>Identify found metaphors in a selection of creative non-fiction from class.</p>	<p>Comprehend</p>	<p>Formative</p>

G1.1.3.1 – Define the concept of a found metaphor.	In a discussion post, define what a found metaphor is.	Knowledge	Formative
G1.1.3.1.A – Identify a metaphor.	Identify a metaphor in writing.	Comprehend	Formative
G1.1.3.2.A.1 – Define a metaphor.	In one sentence, define a metaphor.	Knowledge	Formative
G1.1.4 – Identify imagery.	Identify imagery in writing.	Comprehend	Formative
G1.1.4.1 – Define imagery.	In one sentence, define imagery.	Knowledge	Formative
Step G1.2.0 – Incorporate elements of craft used in creative non-fiction in new writing.	Create a personal essay that incorporates the techniques of creative non-fiction.	Synthesize	Rubric based evaluation
G1.2.1 – G1.2.4 – The sub-skills needed for step 1.0 are sub-skills for step 2.0 as well as the following.	See Above	See Above	See Above
G1.2.5 – Create a draft of new writing based upon prompts and / or brainstorming.	Create a first draft of a personal essay that incorporates techniques of creative non-fiction.	Synthesize	Rubric based evaluation
G1.2.6 – Use brainstorming techniques to generate ideas for mini-writing assignments.	Implement various brainstorming techniques to generate ideas for a personal essay.	Application	Criteria Checklist
G1.2.6.1 – Describe brainstorming techniques.	In a few paragraphs, list and describe at least three brainstorming techniques.	Knowledge	Criteria Checklist

<p>Step G1.3.0 – Evaluate peer writing with an emphasis on the craft of creative non-fiction.</p>	<p>Provide constructive criticism to your peers giving not only areas to work on but also areas of success.</p>	<p>Evaluate</p>	<p>Rubric based evaluation</p>
<p>G1.3.1 – G1.3.4 – The sub-skills needed for step 1.0 are sub-skills for step 2.0 as well as the following.</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>
<p>G1.3.5 – Create a critique analysis of your peer’s writing.</p>	<p>Write a critical review of your peer’s work that focuses on techniques of craft for creative non-fiction.</p>	<p>Evaluate / Synthesize</p>	<p>Rubric Base evaluation</p>
<p>Step G1.4.0 – Revise writing and create a new / final draft based upon peer and self-evaluation.</p>	<p>Based upon peer evaluation and other work-shopping, revise your draft of your personal essay to create a final draft.</p>	<p>Evaluate / Synthesize</p>	<p>Rubric based evaluation</p>
<p>G1.4.1 – G1.4.4 – The sub-skills needed for step 1.0 are sub-skills for step 2.0 as well as the following.</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>
<p>G1.4.5 – Describe revision techniques.</p>	<p>In a discussion post, list and describe at least five revision techniques</p>	<p>Knowledge</p>	<p>Criteria Checklist</p>
<p>Goal 2</p>			
<p>Students will also be able to write a process essay that reflects upon the process of creating their personal essay / memoir beyond a superficial level and goes deeper than simple like / dislike statements. (Second main goal derived from goal statement)</p>	<p>Write a reflective process essay.</p>	<p>Synthesize</p>	<p>Rubric based evaluation</p>
<p>Step G2.1.0 – Describe what a reflective process essay is.</p>	<p>In a short discussion post, describe what a reflective process essay is.</p>	<p>Application</p>	<p>Criteria checklist</p>

G2.1.1 – Define a process essay.	On a discussion forum, define what a process essay is.	Knowledge	Formative
G2.1.2 – Identify the difference between superficial and non-superficial reflection.	Identify the differences between superficial and non-superficial reflection in selections provided by the instructor.	Comprehend	Formative
G2.1.3 – Define reflection.	In a discussion post, define reflection.	Knowledge	Formative
Step G2.2.0 – Write reflective paragraphs about other assignments.	Write a reflective paragraphs using non-superficial reflection on a writing selection from class	Synthesize	Rubric based evaluation
G2.2.1 – G2.2.3 – See G2.1.1, G2.1.2, and G2.1.3 above.	See Above	See Above	See Above
Step G2.3.0 – Write a draft of a reflective process essay.	Write a first draft of a reflective process essay that incorporates non-superficial reflection.	Synthesize	Rubric based evaluation
G2.3.1 – G2.3.3 - See G2.1.1, G2.1.2, and G2.1.3 above.	See Above	See Above	See Above
Step G2.4.0 – Evaluate peer reflective process essay drafts.	Provide constructive criticism to your peers giving not only areas to work on but also areas of success.	Evaluate	Rubric based evaluation
G2.4.1 – G2.4.3 - See G2.1.1, G2.1.2, and G2.1.3 above.	See Above	See Above	See Above

<p>G2.4.4 - Create a critique analysis a peer’s writing.</p>	<p>Write a critical review of your peer’s work that focuses on non-superficial reflection.</p>	<p>Evaluate / Synthesize</p>	<p>Rubric based evaluation</p>
<p>Step G2.5.0 – Revise process essay and create a new / final draft based upon peer and self evaluation.</p>	<p>Based upon peer evaluation and other work-shopping, revise your draft of your personal essay to create a final draft.</p>	<p>Evaluate / Synthesize</p>	<p>Rubric based evaluation</p>
<p>G2.5.1 – G2.5.3 - See G2.1.1, G2.1.2, and G2.1.3 above.</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>
<p>G2.5.4 – Describe revision techniques.</p>	<p>In a discussion post, list and describe at least five revision techniques</p>	<p>Knowledge</p>	<p>Formative</p>
<p>Entry Skills</p>			
<p>0.1 - Use correct grammar and punctuation.</p>	<p>Use correct grammar and punctuation in all written work.</p>	<p>Application</p>	<p>Formative</p>
<p>0.2 – Demonstrate basic keyboarding and word processing proficiency (ie. Spell check, typos, proofreading.)</p>	<p>Create relatively typo-free written work.</p>	<p>Application</p>	<p>Formative</p>
<p>0.3 – Demonstrate proper netiquette.</p>	<p>Communicate properly online and during course discussions.</p>	<p>Application</p>	<p>Formative</p>
<p>0.4 – Demonstrate proper construction of written communication (ie. Complete sentences, paragraphs, etc.)</p>	<p>Use complete sentences and paragraph structure in all written work.</p>	<p>Application</p>	<p>Formative</p>