

27. CREATIVE WRITING AND TRANSLATION STUDIES

(Code No. 069)

I. Aims and Objectives of the Course

a) Creative Writing

1. Understand literature as a creative act.
2. Understand the creative process involved in literary composition.
3. Understand different forms and techniques of literary composition such as types of prose, poetry and drama.
4. Appreciate the writer's purpose, intended meaning, attitudes and moods experienced and cultural appeal.
5. Formulate the emotional and intellectual response to literary composition.
6. Understand multiplicity of meanings of a composition including indirect and figurative meaning.
7. Write original composition in prose, poetry and drama.

b) Translation Studies

To make learners:

1. Aware of the process of translation.
2. Understand the difficulty of translating across languages.
3. Able to translate simple texts effectively.

c) Approach

This course is as much teacher centred as student centred. That implies the teacher herself/himself shall display in his/her interactions a degree of literary sensibility and sensitivity.

It is expected that the teacher will:

- Articulate multiple meanings as an example of readings.
- Draw the attention of students to indirect and figuratively expressed meanings.
- Explain the feature and effect of different forms of literary composition.

It is also expected that the learners shall develop a holistic appreciation of literature in terms of listening, speaking, reading and writing (LSRW).

Learners are to participate in the process of literary appreciation and treat their own responses with respect.

d) Methodology

Classroom discussions and a brief exposition of composition by students to cultivate the ability to express and reflect the grounds of their response.

ACQUISITION OF LANGUAGE SKILLS

LISTENING

Listening and Speaking (Aural and Oral)

- I. Objectives of Aural and Oral Skills involved in the conduct of the course are to develop the ability to:

- listen to different types of texts and appreciate the difference of forms, styles and purpose of a composition.
- listen to different discourses such as speeches, lectures and actively participate in ensuing discussions.
- listen to reports and other expository texts and extract relevant information.
- listen to poems to understand the features of the language of poetry and the modes of expression of sentiments and emotions.
- take part in role-plays and enact different characters in drama.
- develop the art of public speaking.
- read poems aloud emotively.

II. Approach to Listening Skills

The idea is to adopt practices that cultivate the ability to listen attentively and speak carefully. Learners are to be exposed to listening to actual literary compositions.

Speaking - Presentation Skills

READING

I. Objectives of Reading

To develop in the learners the ability to:

- use dictionaries, thesaurus and reference materials both hard and soft copy
- read differently i.e. skimming, scanning and close reading
- infer and understand the writer's attitude, point of view and intention
- comprehend the difference between what is said and what is implied
- differentiate between persuasion, exposition and imaginative expression
- understand the cultural context of the work
- identify different figures of speech
- develop a personal response to the given text
- appreciate the special features of the language used in literary texts
- identify the elements of style such as humour, pathos, satire and irony in the text
- explore and evaluate features of character, plot, setting, etc.
- appreciate the oral, mobile and visual elements of drama

II. Approach to Reading

Learners to be encouraged and trained to:

- relate what they read to their life experiences
- comprehend, interpret and evaluate what they read
- increase their vocabulary through sustained reading
- read a composition differently to arrive at different layers of meaning.

WRITING

I. Objectives of Writing

To train the learners

- in responding to a whole range questions based on texts.
- different forms of writings using appropriate vocabulary, language, length and style.
- to compare writings : reports, descriptions of people, places and processes.
- to write reports, autobiography, memoir, stories.
- to compose reflective writing involving ideas and expressive themes in a persuasive style.
- to write travelogues and features with appropriate illustrations.
- to compare
 - essays on different themes.
 - simple stories in different narrative styles.
 - simple dialogues about different situations.
- to review a book or a film
- to deliver short speeches in an impressive or persuasive style.
- to compose a diary or a journal entry.
- to expand an outline into a full composition
- to compose poems using appropriate words and images
- to compose short poems of a given type, say, a lyric, sonnet, haiku etc.

II. APPROACH

An interactive, participative and a multiskill approach is to be adopted which integrates LSR as precursor to the act of writing.

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Class - XII (2017-18)

One paper

100 Marks

Section -Weightage of the Paper

3 Hours

Section	Areas of Learning	Periods	Marks	
A	Reading Comprehension (Three unseen passages including, prose and poetry)	40	20	80
B	Creative Writing Skills	40	20	
	Translation	40	20	
C	Textual	60	20	
D	Portfolio Assessment (CCE - Internal)	40	20	
	Total	220	100	

SECTION-A

A. READING COMPREHENSION

20 Marks 40 periods

Three unseen passages (including poems) with a variety of questions on different levels of comprehension (literal, interpretative and critical) including marks for vocabulary such as inferring and word formation. The total number of words in the three passages, including the poem or a stanza, would be about 1050-1100.

The unseen passages would be:

1. **Non-fictional prose**, an excerpt **400-450 words** in length (for extracting information, making inference and interpreting, evaluating and word attack)
2. **Fictional prose**, a very short story or an excerpt, **300-350 words** in length (for interpretation, understanding theme, character and action).
3. **A short poem** or a few stanzas (about 15 lines) (for understanding central idea, appreciation word use, image rhyme and rhythm)

These passages or poems could be of any one of the following types:

1. Excerpts from expository or narrative writing such as descriptions, reports, biographies, memoirs or autobiographies or reflective essays or articles.
2. Excerpts from narrative and fictional writing such as stories, novels and plays.
3. A short poem such as a sonnet or a lyric, or a stanza from a ballad or a longer lyrical poem.

SECTION-B

I. CREATIVE WRITING SKILLS

20 Marks 40 periods

The following writing tasks are to be assigned and submitted:

- a) Develop a **composition** (personal writing) such as a diary entry, memoir or an autobiography (**200 words**)
- b) Develop a **feature** or a **review** such as a travelogue, book or film review based on verbal or a visual input (**200 words**)
- c) Develop a **composition** based on a given idea or theme, visual input, an incident or an event.

II. TRANSLATION

20 Marks 40 periods

The following tasks are to be assigned and submitted.

- a) **Guided translation** i.e. a piece of translated text for completion (**prose or poetry**)
- b) **Open translation** of a prose piece (**100 words**)
- c) **Open translation** of a short poem or a stanza

SECTION-C

READER

20 Marks 60 periods

- a) **Four** questions out of five, based on a text, of three marks each to be answered in **60-80 words**.
- b) **One** out of the **two open ended** essay topics in **200 words**.

SECTION-D

PORTFOLIO ASSESSMENT

20 Marks 40 periods

The Reader has inbuilt suggestions and activities for the learner's Portfolio.

In the Portfolio, 20 marks have been allotted for assessing the following:

- a) Ideas and their sequencing
- b) Applying the basic principles of a particular genre
- c) Use of correct and effective language
- d) Use of appropriate style
- e) Use of techniques and figures of speech.

Note: The Portfolio will consist of a compilation of all written submission over the duration of the course. A minimum of 15 written assignments each of Creative Writing and Translation would need to be submitted. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement.

The Portfolio will be evaluated according to the following criteria:

1. Regularity in submission of both class and home written assignments.
2. Quality of tasks with emphasis on creative and comprehensive application.
3. Average of grades of all *Creative Writing and Translation* written tasks.
4. Oral Communication Skills.

Conversation Skills will be tested as part of 'Continuous Assessment'. The students can be assessed for making relevant responses to the text, making a point of view and defending their point of view. Students will also be assessed for their ability to read aloud excerpts from stories, poems or plays.

NOTE: The Portfolio can be monitored and moderated at any time by an expert nominated by the Board.

Prescribed Books:

Reader: Creative Writing and Translation Studies for Class XII published by CBSE.

Srijan II NCERT (Bilingual)

QUESTION PAPER DESIGN										
Creative Writing and Translation Studies			Code No. 069			CLASS-XII (2017-18)				
Time: 3 Hours			Max. Marks: 80							
S. No.	Typology of Questions	Learning outcomes and Testing Competencies	Very Short Answer-I (VSA-I) (1 Mark)	Short Answer-I (SA-I) (2 Marks)	Short Answer-II (SA-II) (3 Marks)	Short Answer-III (SA-III) (4 Marks)	Long Answer-I (LA-I) (6 Marks)	Long Answer-II (LA-II) (8 Marks)	Total Marks	% Weigh tage
1	Remembering- (Knowledge based simple recall questions, about specific facts, terms, concepts, principles, or theories and to identify (i) or define some term or concept	<ul style="list-style-type: none"> ● Reasoning ● Analytical Skills ● Critical Thinking Skills etc. 	-	-	4	-	-	-	12	15%
2	Asking question to show familiarity with meaning and understanding of concepts for interpretation, explanation, comparison contrast and paraphrase		12	4	-	-	-	-	20	25%
3	Application (Use of abstract information in concrete situation, applying knowledge to new situations, using given content to interpret a situation, provide an example, or solve a problem)		-	-	-	1	-	2	20	25%
4	Higher Order Thinking Skills (Analysis & Synthesis- Classifying, comparing, contrasting, or differentiating between different pieces of information, Organizing and/or integrating unique pieces of information from a variety of sources)		-	-	-	-	-	1	08	10%
5	Evaluative- (Appraising, assessing, and/or justifying the value or worth of a decision or outcome, or predicting outcomes based on values)		-	-	-	-	2	1	20	25%
	TOTAL		12x1 =12	4x2 =08	4x3 =12	1x4 =04	2x6 =12	4x8 =32	80(27)	100%