EXTENSIVE WRITING LEARNING MODULE

ARRANGED BY
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	KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI **UNIVERSITAS MULAWARMAN** **FAKULTAS ILMU BUDAYA** **PROGRAM STUDI SASTRA INGGRIS**		
No. Dokumen	**No. Revisi**	**Hal** **1 dari #**	**Tanggal Terbit**

RENCANA PEMBELAJARAN SEMESTER (RPS)

Mata Kuliah: Menulis Extensif (*Extensive Writing*)	Semester: 3		Kode: 221302602W029		SKS: 2
Mata Kuliah Prasyarat					
Dosen Pengampu	: Setya Ariani, M.Pd.				
CPL Prodi	A. Sikap 1. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain (S5). 2. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6). 3. Menginternalisasi nilai, norma, dan etika akademik (S8). B. Keterampilan Umum 1. Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan, atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metoda rancangan baku, yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2). 2. Mempublikasikan hasil tugas akhir atau karya desain/ seni, yang memenuhi syarat tata tulis ilmiah, dan dapat diakses oleh masyarakat akademik (KU3). 3. Menyusun dan mengkomunikasikan ide dan informasi bidang keilmuannya secara efektif, melalui berbagai bentuk media kepada masyarakat akademik (KU4). C. Keterampilan Khusus 1. Mampu menyediakan layanan kebahasaan dalam bahasa Inggris untuk keperluan khusus dalam dunia kerja (KK3). 2. Memiliki kompetensi peneliti di bidang bahasa, sastra dan budaya dengan memanfaatkan perkembangan terkini IPTEKS dalam mengkomunikasikan hasil penelitiannya (KK4). 3. Memahami teori-teori di bidang bahasa dan sastra, dan mampu menerapkan teori tersebut dalam menghadapi suatu fenomena bahasa dan sastra (puisi, prosa, dan drama) tertentu, atau permasalahan budaya secara umum terutama yang berkaitan dengan kebudayaan tropis (KK5). 4. Mahir berbahasa Inggris dalam hal membaca, menulis, berbicara dan menyimak secara profesional (tingkat *advanced*) (KK6). D. Pengetahuan 1. Menguasai teknik dalam kemahiran berbahasa secara praktis (PP3).					
Capaian Pembelajaran Matakuliah	: Di akhir perkuliahan, mahasiswa diharapkan mampu menghasilkan berbagai jenis teks ekstensif dan kreatif berupa *journal*, *book or film review* serta *microfiction*.				

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit

Deskripsi Matakuliah	: Dalam mata kuliah ini, mahasiswa diberikan kebebasan untuk menyuarakan pikiran dan perasaan yang dituangkan dalam bentuk tulisan. Mata kuliah *extensive writing* hanya sedikit menekankan pada kaidah tata bahasa dan ketepatan menulis, namun lebih berpusat pada kelancaran menulis secara teratur sesuai waktu yang diberikan. Mahasiswa dapat memilih topik yang menarik untuk dikembangkan dalam tulisan. Beberapa kegiatan menulis akan dilakukan di luar kelas. Kegiatan diskusi kelompok akan digunakan untuk saling bertukar informasi tentang pengalaman yang ditulis dalam jurnal. Terdapat beberapa aktivitas yang akan dilakukan selama perkuliahan yakni mahasiswa akan menulis *journal*, *book or film review*, dan *microfiction*.
Refererensi	1. Birch, C. *The creative writer's workbook: A source for releasing your creativity and finding your true writer's voice (Fourth edition).* Oxford: How To Content, 2009. 2. Extensive reading and writing: Writing journals and book reviews (Teacher's guide). (https://educasia.org/wpcontent/uploads/Educasia%20Myan%20page/ELT/Extensive%20Reading%20and%20Writing%20TB.pdf) 3. Morley, D. *The Cambridge introduction to creative writing*. New York: Cambridge University Press, 2007. 4. Nelles, W. Microfiction: What makes very short story very short, *Narrative,* 20 (1): 87 - 104, 2012. 5. The Usborne Creative Writing Book. London: Usborne Publihing Ltd, 2016. 6. Williams, T. Flash Fiction, in Steven Earnshaw (ed), *The handbook of creative writing (Second edition)*, 315-323. Edinburgh: Edinburgh University Press, 2007. 7. Course outline 8. Authentic materials available on the internet

Pert.ke -	Sub-CPMK	Indikator	Bahan Kajian	Metode Pembelajaran	Pengalaman Belajar	Penilaian			Waktu (mnt)	Referensi
						Jenis	Kriteria	Bobot		
1	Mahasiswa membuat tulisan bebas.	Mampu menerapkan *freewriting technique* dalam menulis	*Freewriting*	Ceramah dan penugasan	Mahasiswa membuat tulisan bebas.	Tes tulis: *Freewriting*	Kreativitas dalam menulis bebas	5%	2 x 50'	**7**

2	Mahasiswa mampu menjelaskan *journal writing*.	Mampu menjelaskan aktivitas menulis dalam bentuk *journal writing*	*Introduction to journal writing*	Diskusi dan tanya jawab	Mahasiswa mampu menjelaskan aktivitas menulis dalam bentuk journal writing yang akan dilaksanakan pada pertemuan berikutnya dengan topik yang berbeda-beda.	*Tes* lisan*: Discussing about journal writing activity*	Ketepatan dalam menjelaskan *journal writing*	4%	2 x 50'	2,8
3	Mahasiswa mampu menghasilkan jurnal mingguan (*weekly journal*).	Mampu menulis jurnal mingguan (*weekly journal*) dengan topik yang telah ditentukan	*Writing a weekly journal about family or friend*	*Project-based learning*	Mahasiswa memulai aktivitas menulis *weekly journal* sesuai topik dan mengumpulkan sesuai waktu yang ditentukan.	Tes tulis: *Writing a weekly journal about family or friend*	Kreativitas dalam menulis jurnal mingguan dengan memilih salah satu topik *family* atau *friend*	9%	2 x 50'	2,8
4	Mahasiswa mampu menghasilkan jurnal mingguan (*weekly journal*).	Mampu menulis jurnal mingguan (*weekly journal*) dengan topik yang telah ditentukan	*Writing a weekly journal about freetime activities*	*Project-based learning*	Mahasiswa memulai aktivitas menulis *weekly journal* sesuai topik dan mengumpulkan sesuai waktu yang ditentukan.	Tes tulis: *Writing a weekly journal about freetime activities*	Kreativitas dalam menulis jurnal mingguan dengan topik *freetime activities*	9%	2 x 50'	2,8

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit

5	Mahasiswa mampu menghasilkan jurnal mingguan (*weekly journal*).	Mampu menulis jurnal mingguan (*weekly journal*) dengan topik yang telah ditentukan	*Writing a weekly journal about favorite books or films*	*Project-based learning*	Mahasiswa memulai aktivitas menulis *weekly journal* sesuai topik dan mengumpulkan sesuai waktu yang ditentukan.	Tes tulis: *Writing a weekly journal about favorite books or films*	Kreativitas dalam menulis jurnal mingguan dengan topik *favorite books or films*	9%	2 x 50'	2,8
6 & 7	Mahasiswa mampu menghasilkan *book review*.	Mampu menulis *book review*	*Writing a book review*	*Project-based learning*	Mahasiswa memilih judul buku baik dari novel, cerita pendek, atau karya yang lain, lalu menulis review tentang buku tersebut.	Tes tulis: *Writing a book review*	Kreativitas menulis book *review*	10%	2 x 50'	2,8
8 & 9	Mahasiswa mampu menghasilkan *film review*.	Mampu menulis *film review*	*Writing a film review*	*Project-based learning*	Mahasiswa memilih sebuah film, lalu menulis review tentang film tersebut.	Tes tulis: *Writing a film review*	Kreativitas menulis book *review*	10%	2 x 50'	2,8
10	Mahasiswa mampu menjelaskan *microfiction*.	Mampu menjelaskan *microfiction*	*Microfiction writing*	Ceramah, diskusi, dan tanya jawab	Mahasiswa melakukan diskusi tentang *microfiction*.	Tes lisan: *Discussing about microfiction writing*	Ketepatan dalam menjelaskan *microfiction* sebagai bentuk tulisan kreatif	4%	2 x 50'	1,3,4,5,6

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit

11 & 12	Mahasiswa mampu menjelaskan elemen-elemen yang akan ditulis dalam *microfiction* (1).	Mampu menjelaskan elemen *characters* yang akan ditulis dalam cerita	*Story element: Characters*	Penugasan	Mahasiswa membuat deskripsi tentang karakter yang akan digunakan dalam *microfiction*.	Tes tulis: *Creating characters*	Kreativitas dalam mendeskripsikan karakter cerita	5%	2 x 50'	1,3,4,5,6
13 & 14	Mahasiswa mampu menjelaskan elemen-elemen yang akan ditulis dalam *microfiction* (2).	Mampu menjelaskan elemen *setting, theme, point of view,* dan *genre* yang akan ditulis dalam cerita	*Story elements: Setting, theme, point of view,* dan *genre*	Penugasan	Mahasiswa membuat deskripsi *setting*, *theme*, *point of view*, dan *genre* yang akan digunakan dalam *microfiction*.	Tes tulis: *Creating setting, theme, point of view,* dan *genre*	Kreativitas dalam membuat deskripsi *setting, theme, point of view,* dan *genre* cerita	10%	2 x 50'	1,3,4,5,6
15	Mahasiswa mampu menjelaskan elemen-elemen yang akan ditulis dalam *microfiction* (3).	Mampu menjelaskan *plot*	*Story element: plot*	Penugasan	Mahasiswa menyusun *plot* yang akan digunakan dalam *microfiction*.	Tes tulis: *Writing plot*	Kreativitas menyusun *plot* cerita	5%	2 x 50'	1,3,4,5,6
16	Mahasiswa mampu menghasilkan proyek *microfiction*.	- Mampu membuat kerangka cerita.	*Microfiction outlining and writing*	*Project-based learning*	Mahasiswa mampu membuat kerangka cerita dan mengembangkan tulisan *microfiction*.	Tes tulis: *Microfiction writing*	Kreativitas mengembangkan tulisan *microfiction*	20%	2 x 50'	1,3,4,5,6

		- Mampu mengem- bangkan elemen- elemen cerita menjadi sebuah *microfiction*.									

Evaluasi:

Affective : 10%

UTS : 15%

UAS : 25%

Project : 25%

Tugas : 25%

Samarinda,   Februari 2023

Mengetahui Ketua Program Studi

Singgih Daru Kuncara, M.Hum.

Dosen Penanggung jawab MK

Setya Ariani, M.Pd.

Keterangan Pengisian

No Kolom	Judul Kolom	Penjelasan Pengisian
1	Capaian pembelajaran lulusan	Rumusan capaian pembelajaran lulusan program studi yang telah ditetapkan prodi di kurikulum yang sesuai dengan mata kuliah, bisa CP sikap, CP pengetahuan, CP keterampilan umum atau CP keterampilan khusus yang dibebankan pada matakuliah
2	Capaian pembelajaran mata kuliah	Rumusan capaian pembelajaran mata kuliah yang ditetapkan dosen bersama yang selaras dengan CP lulusan yang dirumuskan dalam mata kuliah
3	Deskripsi mata kuliah	Rumusan deskripsi mata kuliah yang telah dideskripsikan dalam kurikulum prodi
4	Pertemuan ke	Menunjukan kapan suatu kegiatan dilaksanakan, yakni mulai minggu ke 1 sampai ke 16 (satu semester) (bisa 1/2/3/4 mingguan).
5	Sub-CPMK	Rumusan kemampuan dibidang kognitif, psikomotorik , dan afektif diusahakan lengkap dan utuh (*hard skills & soft skills*). Merupakan tahapan kemampuan yang diharapkan dapat mencapai kompetensi mata kuliah ini d iakhir perkuliahan.
6	Indikator	Indikator merupakan unsur-unsur yang menunjukkan ketercapaian tahap kemampuan

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit

7	Bahan kajian (Materi Kuliah)	Bisa diisi pokok bahasan / sub pokok bahasan, atau topik bahasan (dengan asumsi tersedia diktat/modul ajar untuk setiap pokok bahasan).
8	Metode pembelajaran	Bisa berupa ceramah, diskusi, presentasi tugas, seminar, simulasi, responsi, praktikum, latihan, kuliah lapang, praktek bengkel, survai lapangan, bermain peran,atau gabungan berbagai bentuk. Penetapan bentuk pembelajaran didasarkan pada keniscayaan bahwa kemampuan yang diharapkan diatas akan tercapai dengan bentuk/ model pembelajaran tersebut.
9	Waktu	Takaran waktu yang menyatakan beban belajar dalam satuan sks (satuan kredit semester). Satu sks setara dengan 50 (lima puluh) menit kegiatan belajar per minggu per semester
10	Penilaian	Sistem evaluasi yang digunakan, jenis tes, penilaian tugas dan kriteria penilaian akhir
11	Kriteria	Berisi indikator yang dapat menunjukan unsur kemampuan yang dinilai (bisa kualitatif misal ketepatan analisis, kerapian sajian, Kreatifitas ide, kemampuan komunikasi, juga bisa juga yang kuantitatif : banyaknya kutipan acuan/unsur yang dibahas, kebenaran hitungan).
12	Bobot	Disesuaikan dgn waktu yang digunakan utk membahas / mengerjakan tugas, atau besarnya sumbangan suatu kemampuan
13	Referensi	Referensi yang digunakan dalam proses pembelajaran

INTRODUCTION TO THE COURSE

Extensive Writing

1st Meeting

Course Description

Extensive writing provides opportunities for students to freely express their thoughts and feelings through any form of written activities. This course shows little emphasis on grammar and accuracy, but it focuses more on fluency of writing activities on a regular basis. It is important to write things that interest students or choose topics that share excitement. Some of the writing activities will be carried out outside classroom and small group discussion will be used to share what students have written. There are several writing activities such as journal writing, writing book/film reviews, and creating microfiction.

Course Objective

In the end of the course, students are able to develop their writing fluency on a range of topics and styles.

Week	Topics	Subtopics
1	Introduction to the course	Course outline, learning contract
2	Introduction to journal writing	
3	Writing a weekly journal	Topic : Family or friend
4	Writing a weekly journal	Topic : Freetime activities
5 & 6	Writing a book review	Choosing a book to review
7 & 8	Writing a film review	Choosing a film to review
10 & 11	Introduction to microfiction	- Story elements - Creating characters, plot, setting, theme, genre, and point of view - Story outline/mind-mapping
12 & 13	Writing, editing, and publishing a microfiction	
14 & 15	Portfolio	
16	Final Project	

Journaling

To acquire a level of fluency in written language you need to experiment with writing words, phrases, and sentences in a nonthreatening environment.

Journal writing gives you this opportunity and is, therefore, an important tool for acquiring written fluency.

Journal (diary) is a book in which you write regularly about what has happened to you, and/or your personal thoughts and feelings.

How Journal Writing Can Help You

1. You improve your writing by writing. In journals, quantity is more important than quality. Writing every day will help you become fluent.

2. You choose the topics. In your journal, you can write about topics that are interesting and relevant to your life. You are practicing expressing your ideas and feelings in your journals.

3. Your journals can help you develop ideas that you can later use in your paragraphs or essays.

4. Writing a journal can be very enjoyable. You don't have to worry about using a dictionary or checking your grammar or organization, and you don't have to write several drafts. You just concentrate on the content.

5. Journal writing helps you develop the language you need in your everyday life. If you are having problems with your landlord or at work, writing about it can help you develop the language you need to solve your problems.

Journal Topics

What I did last Saturday	My parents	My free time
My home village	My education	When I was ten years old
My favourite animal	What I learned in English class	A dream I had

Book and Movie Review

Review means a piece of writing that describes the main facts in a piece of academic research (= detailed study of a subject) that you have read, and gives your opinion of it.
(https://dictionary.cambridge.org/dictionary/english/review).

A book review is evaluative commentaries in which reviewers demonstrate their knowledge of the books, where they stand in the scholarly literature and what contribution they make (Obeng-Odoom, 2014).

The movie review is a popular way for critics to assess a film's overall quality and determine whether or not they think the film is worth recommending (Duke Writing Studio).

Microfiction

"Also known as flash fiction, is a way of telling very short stories" (The Usborne Creative Writing Book 84).

You may use 'story-starters' offered by '**1001 Brilliant Writing Ideas**' book when your mind goes blank in choosing the topic.

Portfolio

A collection of student's writing for evaluation.

References

Extensive reading and writing: Writing journals and book reviews (Teacher's guide). (https://educasia.org/wpcontent/uploads/Educasia%20Myan%20page/ELT/Extensive%20Reading%20and%20Writing%20TB.pdf).

Obeng-Odoom, F. (2014). Why write book reviews. *Australian University Review 56 (1)*, 78 – 82.

Oshima, A & Houge, A. (1999). *Writing Academic English (Third Edition)*. New York: Longman.

Introduction to Journal Writing

Extensive Writing
Meeting 2 - 5

Journal

Journal (diary) is a book in which you write regularly about what has happened to you, and/or your personal thoughts and feelings.

Journal writing is an important tool for acquiring written fluency. Keeping a journal can help you become a better writer.

Each time you write a journal, you make a **journal entry**. You will not need to correct any mistakes in your journal.

(Source: Buttler, 2014, p. 20)

How Journal Writing Can Help You

1

Quantity is more important than quality.

2

Choosing your own topics.

3

Journal can help you develop ideas in your future writing project.

4

Writing a journal can be enjoyable.

5

Writing a journal helps your language problems.

(Source: Oshima & Hogue, 2007, p. 181)

How to Start Writing a Journal

Ok!

Put the title, date, time you start, time you finish writing at the top of the page.

Don't skip lines. Just start writing.

The more effort you put into journal, the more your writing will progress.

Don't worry about making spelling or other mistakes.

Try to practice the grammar and new vocabulary or idioms you are learning in class.

How to Start Writing a Journal

Ok!

Write about anything that interests you.

Brainstorming a list of topics.

Your journal will not be shared with other members of the class; only your lecturer will be your audience.

Add the title for your journal writing.
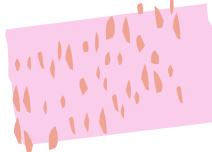
Your journal will be collected regularly on google drive.

(Adapted from Oshima & Hogue, 2007, p. 181)

Here are some ideas for journal writing.
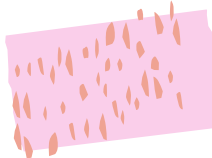
1) Write your experience in this class or at the school.
2) Describe about your family. Give your family members' names and tell something about each of them.
3) Do you like music? What kind of music do you listen to? When and where do you listen to music?
4) Write about someone you know. What do you know about this person?
5) How is the weather today? Do you like this kind of weather? Name a place with great or terrible weather. What's the weather like there?
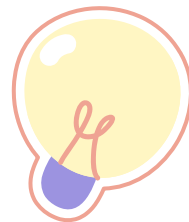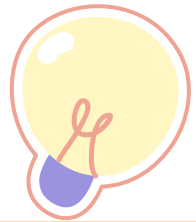
Here are some ideas for journal writing.
(Source: Butler, 2014, p. 193)

6) Do you have a best friend? Write about a friend who is important to you. What do you like to do together?

7) Name a place that you think is beautiful. What makes it beautiful?

8) Do you like to watch movies? What kinds of movies do you like most?

9) Name an island you want to visit. What do you know about this island? Why do you want to go there?

10) Do you watch TV? If you do, tell when, where, and what you watch. If you do not watch TV, tell why not.

AWESOME!

Here are some ideas for journal writing.

11) What do you do for exercise? Do you exercise everyday, sometimes, or never?

12) Describe a nice place to visit in your country.

13) Do you have a pet? Write about your pet, or write about animal that makes a good pet.

14) Think of someone who was important to you when you were growing up.

15) Write about a time when you had some good or bad luck.

16) Write about a funny or scary experience you had.

AWESOME!
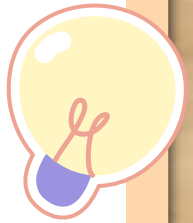
Choose two topics.

Type your weekly journals.

Use Canva or other templates.

Submit your weekly journals on Google Drive no later than ....
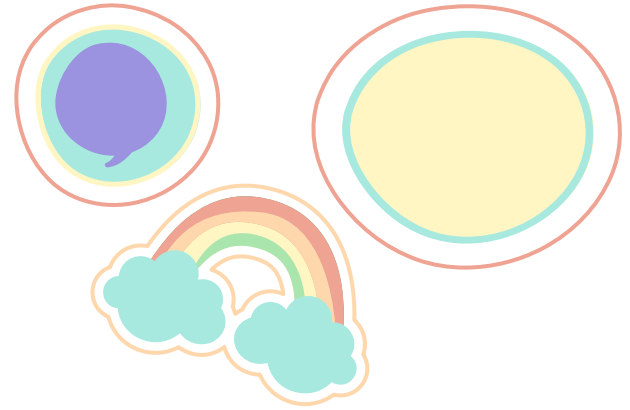
My Project

My weekly journal

Thanks!

Do you have any questions?

youremail@freepik.com
+91 620 421 838
yourwebsite.com

WRITING A BOOK REVIEW

EXTENSIVE WRITING
MEETING 6 & 7

What is a book review?

It doesn't only tell readers about the book synopsis.

A book review is an evaluative commentary that shows the reviewers' understanding of the books, their place in the scholarly literature, and the contributions they make (Obeng-Odoom, 2014).

❖ what the book is about

❖ the expertise of the author (the author's background, the author's argument, perspectives, etc.)

❖ how well the topic is covered within the book

❖ the intended audience

❖ the arrangement of the book (chapter, illustration, etc)

What will be evaluated in a book review?

- Introduction
- Summary of Argument
- About the Author (s)
- Summary of Contents
- Strengths
- Weaknesses
- Conclusion

A book review framework
(Brienza, 2015)

Introduction

❑Open with a general description of the topic and/or problem addressed by the work in question.

❑Think, if possible, of a hook to draw your readers in.

❑Bibliographic information (author, title, date of publication, publisher, number of pages, type of book).

Summary of the Content

- Brief summary of the key points of each chapter or group of chapters.
- Paraphrase the information, but use a short quote when appropriate.

Summary of Argument

❑ Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument.

❑ Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the book.

❑ Avoid excessive quotation and give a specific page reference in parentheses when you do quote.

Strengths & Weaknesses

- **Strength.** Identify one particular area in which you think the book does well. This should, ideally, be its single greatest strength as an academic work.

- **Weakness.** Identify one particular area in which you think the book could be improved. While this weakness might be related to something you actually believe to be incorrect, it is more likely to be something that the author omitted, or neglected to address in sufficient detail.

Conclusion

End your review with a concluding statement summarizing your opinion of the book.

This paragraph needs to balance the book's strengths and weaknesses in order to unify your evaluation.

Fiction Reviews

A. Introduction

- **The introduction is a paragraph or two which includes:**

- **Key information that the reader needs to know.** For example, the book's title, the author's name, the publication date, and any relevant background information about the author and their work.

- **A brief one-sentence summary of the plot.** This sets the general scene of what the book is about.

- **Your overall opinion of the book.** Again, keep it brief. (you can delve deeper into what you liked and disliked later in the review).

B. Analysis

This is the main body of your book review, where you break down and analyze the work. Some of the key elements you might want to examine are listed below. Approach each element one at a time to help your analysis flow.

- The characters
- The setting
- The plot
- The structure of the story
- The quality of the writing

What did you notice about each one, what did you enjoy, and what did you dislike? Why?

C. Conclusion

The conclusion is usually the shortest part of a traditional book review, which usually contains:

- A summary of your thoughts about the book as a whole
- Your reader recommendation

Assignment

1) Choose a book to be reviewed (fiction or non-fiction).

2) Put bibliographic information.

2) Write one or two-paragraph introduction.

3) Write summary of the content (one or two pages).

4) Write analysis and conclusion (about one page).

5) Use present tense in your book review.

References

Brienza, C. (2015).Writing Academic Book Reviews. Retrieved from https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews

Obeng-Odoom, F. (2014). Why write book reviews. *Australian University Review 56 (1)*, 78 – 82.

Plant, G. (2021, September). *How to Write a Great Book Review: 6 Templates and Ideas.* Retrieved from https://www.hookedtobooks.com/book-review-template/

EXTENSIVE WRITING

MEETING 8 & 9

FILM REVIEW

What is a film review?

Like a book review, a film review consists of summary and analysis of a film you have watched.

A review is helpful to inform the audience about the movie they may be interested in.

A review will influence people by telling them a little piece about the story WITHOUT telling them everything. (You must NEVER reveal the ending)

What should be covered in a film review?

The effectiveness of the film's narrative, theme, acting, direction, special effects, musical effects, and cinematography are evaluated in film reviews. A critique of a film should adhere to certain standards and guidelines. Avoid using generalized opinions such as "the movie was great" or "the acting was terrible," and instead provide specific reasons and explanations.

(Source: Peay, 2015)

Points to remember in writing a film review

- Select the key events that occur, rather than every detail.

- Describe the movie or book using DESCRIPTIVE terms (interesting, dull, adventurous, intriguing, confused, exhilarating, and so on).

- Your thoughts - Why did you like/dislike it?

- Which was your favorite part? And why is this so?

- If you could change something, what would it be and why?

- Did you enjoy the character(s)?

- Your opinion: Would you recommend watching the movie? Who do you think should see it?

Points to remember in writing a film review

❑ Is it likely to be of particular interest to a certain set of people? (Explain: I would suggest this movie to all Indonesian people since it deals with themes which are central to the heart of all of us).

❑ What language is it written in? Is it written in technical, complicated, or colloquial (everyday) language? By discussing the level of language used, viewers or readers will be able to determine whether they will be able to understand and appreciate the movie/book.

How to write a film review

INTRODUCTION

Include the following: name of the film, prominent stars of the film, basic setting (time and place), and genre.

SUMMARY

Write a brief plot summary for the movie. Do not reveal the ending.

How to write a film review

ANALYSIS

Discuss a particular aspect of filmmaking. You can select from acting, direction, editing, costume design, amongst scale options. Be careful to be specific and to provide examples from the film. Then, discuss a distinct aspect of filmmaking than the one discussed in the previous paragraph.

CONCLUSION

Give your overall reaction to the film as well as your thoughts on its quality. Include any suggestions you have for possible viewers.

Se7en

-Movie Review-

5/5

David Fincher's "Se7en" is one of the most sinisterly dismal and disturbing films of all time, but simultaneously, it has an eminently memorable and powerful message. Standing out from other crime movies, its ingenious concept keeps us on the edge of our seat throughout the whole film, and has us stunned after what may just be one of the most sensational endings in the history of cinema.

Se7en follows two detectives, Somerset(Morgan Freeman) and Mills(Brad Pitt) on their hunt for a deranged serial killer. The reoccurring murders follow a pattern and an idea - they are committed according to the 7 deadly sins: Sloth, Gluttony, Greed, Lust, Envy, Pride and Wrath. This already denotes that the killer wishes to send a message through these acts, they have a meaning and a purpose. Throughout the film, we observe how calculated and hauntingly intelligent the murderer truly is, as his identity remains anonymous to the other characters **as well as the audience** until the very end.

BRAD PITT   MORGAN FREEMAN

GLUTTONY

GREED

SLOTH

ENVY

WRATH

PRIDE

LUST

seven

Seven deadly sins. Seven ways to die.

The concept of the film is very interesting, as it has the audience wondering which sin the killer will pick next, and how he will represent it. The movie also has us questioning our own morals and principles, which makes the plot feel more real, as it raises real questions and feelings. This is haunting because Se7en is an extremely dark cinematic piece, which therefore means that on a certain level, this dark view matches our own reality. The cast is extraordinary as well, especially Kevin Spacey who plays the killer(whose name is purposely not included in the opening credits), despite his very short appearance, he still manages to make an impact, and he is perhaps the best choice I could think of for the role.

Cinematographically, Se7en is quite amazing. Its aesthetic ties in with Fincher's other films, as the gloomy and bleak atmosphere usually conveys is definitely present here. The plot takes place in an unnamed city which I find quite interesting because that means it could be anywhere. The haunting darkness remains throughout the whole entire film - except the ending, which is the only brightly lit scene in the whole movie. This jarring choice completely juxtaposes what actually happens in the ending.

There is no right way to describe the ending of this film in words, as one must see it themselves to truly understand, but it revolves around the killer finding a way to strongly prove his twisted point and leave an ever-lasting mark. The perception of the characters and the ideas of the film that the audience forms while watching is completely turned upside down. It is very poignant, while being extremely clever at the same time. **It does not even feel like an ending, because the idea of it remains alive long after watching it.**

Film Review Assignment Sheet

Description: A film analysis is not a review or summary of the plot, it goes deeper into analysis and reaction. **You can type on this or on another doc or write it out**. I would say about 3 paragraphs would be ok. Just answer as many components as you can. You can choose any movie you like. It is suggested that you watch a movie that you have never seen before, but it is not required.

Introduction Paragraph – 5 points
Provide basic information about the movie, and a sense of what your review will be about. Include:
_____ Brief (1-2 sentences) introduction to the movie. (Have you seen this before?)
_____ Title (underlined) + Director
_____ Publication Information: year released, length of movie
_____ Genre-i.e. comedy, animated, drama
_____ Movie's thesis / theme / purpose?
_____ Subtotal

Body
There are two main sections for this part. The first is an explanation of what the movie is about. The second is your opinions about the movie and how successful it is with examples used to support your opinion.

_____ **Explanation – 5 points**
Give a brief summary of the plot in which you identify the main characters, describe the setting, and give a sense of the central conflict or point of the movie. Don't give too much away. Include what we have studied so far with examples where pertinent:
o   Opening
o   Plot
o   Camera techniques or angles, sound, or other things you notice.

_____ **Analysis and Evaluation – 5 points**
In this section you analyze or critique the movie. Write about your own opinions; just be sure that you explain and support them with examples. Some questions you might want to consider:

●   How did the director achieve his or her purpose?
●   Is the acting / writing / music effective, powerful, difficult, beautiful?
●   What is your overall response to the movie? Did you find it interesting, moving, dull? Why?
●   Would you recommend it to others? Why or why not?

_____ **Conclusion – 5 points**
Briefly conclude the review by pulling your thoughts together. You may want to say what impression the movie left you with, or emphasize what you want your reader to know about it. *Be sure to include a grade, A-F*, in your review with a recap of why it earned that grade. If this is a movie you have never seen before, you need to mention that.

_____ **Additional Details – 5 points**

●   Spelling and grammar count.
●   Write in a logical and coherent manner; it should be easy to read.
●   Proofread it before turning it in.
●   No plagiarism!

_____ /25 TOTAL

	Exceptional-5	Skilled-4	Proficient-3	Developing-2	Inadequate-1
Use of Conventions/Mechanics The text demonstrates standard English conventions of usage and mechanics along with the language of critique.	The text intentionally uses standard English conventions of usage and mechanics along with the language of critique.	The text uses standard English conventions of usage and mechanics along with the language of critique.	The text demonstrates standard English conventions of usage and mechanics along with the language of critique.	The text demonstrates some accuracy in standard English conventions and usage of mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.
Substance, Style and Content: The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate, formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of topic.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.

Microfiction

"Also known as flash fiction, is a way of telling very short stories" (The Usborne Creative Writing Book 84).

The term 'flash fiction' has become widely accepted referring to short stories, along with the other popular terms - 'short-short story', 'microfiction', 'nanofiction' and 'sudden fiction'(Williams 316).

Microfiction is derived from the Greek word mikros (small) and the Latin word fictio (formation), and this type of literary form suits to represent a wide range of both historical and contemporary subjects and is considered 'responsive to the shifting contexts of literary production and reception'(Botha 2)

The Length Fiction: The Narrative Brevity
(Summary of Nelles (89))

Zavala

To qualify as "*microficcion*", *stories* must be under 250 words

Stern

To constitute "microfiction", stories must be under 300 words

Thomas

For "flash fiction", stories must be under 750 words

The Usborne Creative Writing Book

Stories are usually not more than 100 words long; sometimes as short as five or six.

Characteristics of Microfiction

Brevity. Specific word count. Microfiction attempts to condense a story into the fewest words possible. It tries to tell the biggest, richest, most complex story possible within a certain word limit.

A beginning, middle, and end. Emphasized on plot. While there are certainly exceptions to this rule, telling a complete story is part of the excitement of working in this condensed form.

A twist or surprise at the end. Think twist endings which often surprise or shock the reader.

1. **Characters**. All fiction requires characters, or at least some sort of presence through which the story is told. In microfiction, characters have little time to be developed and described. Show them in action. Describe the little details that bring the character to life in the reader's mind.

2. **Rich language**. Microfiction exists somewhere between the realms of poetry and short story and uses poetic language to weave the tale efficiently. The format is fluid, allowing the writer to experiment and play with words and form.

Microfiction Elements

Setting is where the action takes place. This can be told in a sentence: Example: She watched her son go to bed.

Limited characters, usually there is not room for more than two characters--three at most. But realize "characters" don't always have to be human. In fact, they don't even have to be animate.

Conflict --tension to keep the reader reading. It can be verbal, physical or mental. It doesn't always have to be villain/hero.

Resolution is the conclusion of the conflict. "Small" works best in flash fiction; don't go for miraculous resolution, in which the protagonist is saved by some miracle not of his/her making.

Most writers use surprise endings, partly because microfiction lends itself to such, but mostly because it makes it more fun both to read and to write. But they are not necessary. Even with a twist, don't surprise your readers too much.

Microfiction Writing Tips

Let dialogue do it. Write an all-dialogue story. Let the dialogue describe the characters and create conflict.

Stories to avoid. Although the form is new, there are some clichés already. Don't write about a writer writing and don't rely on "it was just a dream" pieces. These are overused and abused in many types of fiction, especially in microfiction. And when your story is over, just stop.
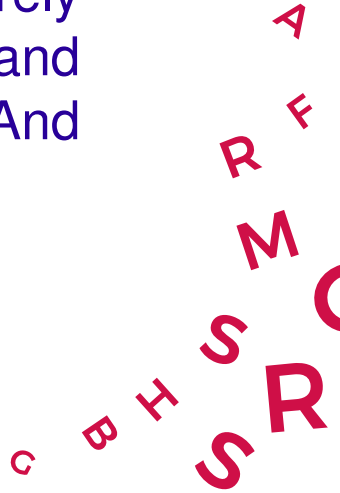
Yard Sales
by Nancy Welch

On the downward slope of your forties, you marry, acquire a
    stepdaughter, and learn to ski.
"So brave," friends say. "At your age."
But gentle groomers forgive your wedge. For the occasional
    yard sale—skis and poles strewn—your newly-wed
    husband skis clean-up.
From the lift, you watch the toddlers, tethered to one parent
    while the other slow-carves a protective perimeter. On
    this hill, your husband has explained, he and his ex
    taught their daughter. You picture them each time the
    unforgivable fact of you spins the girl into a yard sale, her
    father, on clean-up, hopeless to retrieve what she's lost.

(Source: Microfiction Monday, 110th Edition)

Get your writing started!

Go-for-it approach by Birch (10-11).

- Set yourself a time of 10 min, 20 min, 30 min or an hour – whenever you are available, and just write.
- Get in action. Keep your hand moving.
- Whatever comes; no thinking, crossing out, rewriting – just do it.
- Stick to the allotted time – no more, no less.
- Some of what you write may be rubbish – fine! When you give yourself permission not to be perfect, things start to happen.
- Another excellent way of both flexing your writing muscles and focusing the mind is to set yourself the task of writing a complete story in – say – 100 words; no more, no less.

Write: 'I remember when . . .' or 'I don't remember when . . .''I want to tell you about . . .' 'I don't want to tell you about . . .''I have to smile whenever I. . .'

Write about a colour, a taste, a smell, an emotion. Write about a favourite outfit, an embarrassing experience, a holiday disaster, a beloved pet, a dream. Write about what it feels like to have no ideas.

Write: 'If I were a piece of music I would be . . .' or 'The woman on the bus made me think of . . .' or 'The meal I would choose as my last would be . . .'

Open a book or turn on the radio and start with the first sentence you see/hear. If you get stuck, write your first sentence again and carry on.

There was a moment when I was really sad back then. It was when I could not attend my graduation ceremony in high school. I had to leave my hometown earlier in order to be able to join short courses. My high school friends told me why I did not even say goodbye before leaving the city. They informed my parents that my homeroom teacher looked for me and asked my friends about my address. My friends came to my house and gave it to my mother. It turned out to be my graduation gift. Although I felt great sorrow, I was so thankful for that moment. (9'55'') (107 words)

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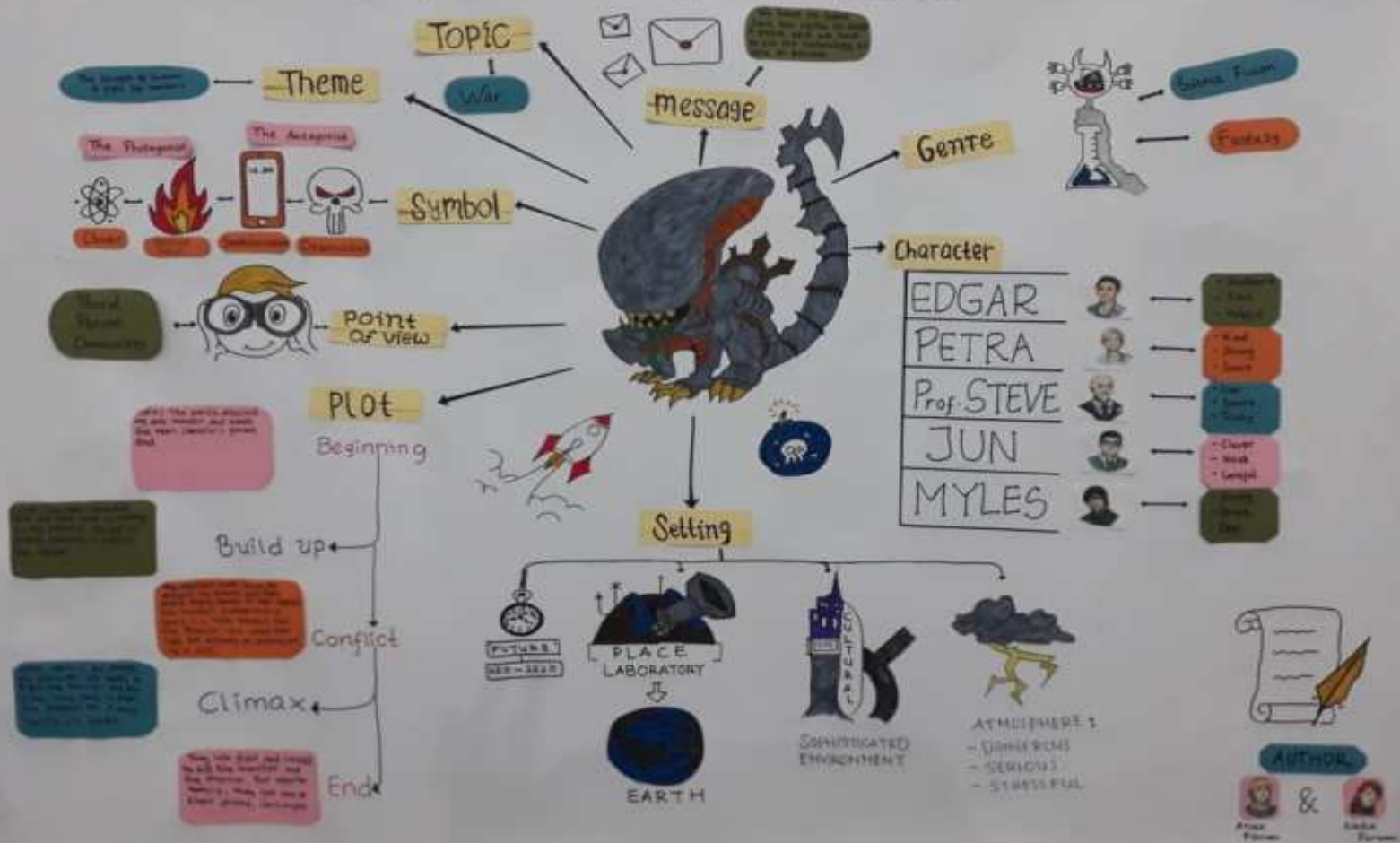Microfiction Monday-110th Edition. August 2, 2021. https://microfictionmondaymagazine.com/. Accessed on August 18, 2021

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WORLD REVENGE

Topic

Theme

message

Genre

Science Fiction

Fantasy

War

Symbol

The Protagonist

The Antagonist

Clever Strong Enthusiastic Dangerous

Character

EDGAR
PETRA
Prof. STEVE
JUN
MYLES

Point of view

Third Person Omniscient

PLOT

Beginning

Build up

Conflict

Climax

End

Setting

FUTURE 1800-2020

PLACE
LABORATORY

EARTH

SOPHISTICATED
ENVIRONMENT

ATMOSPHERE:
- DANGEROUS
- SERIOUS
- STRESSFUL

AUTHOR

&

Creating Characters

Meeting 11 & 12

Definition of Characters

"Characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as possessing particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it—the dialogue—and from what they do—the action" (Abrams & Harpham 46)

Characters
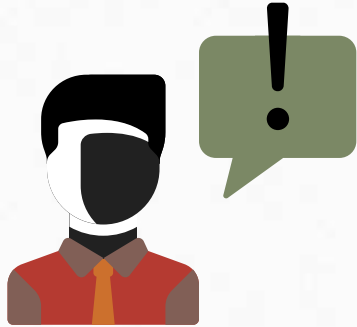
The people in narratives.

The author's presentation and development of the traits of characters through *characterization*.

The characters are sometimes not people, but the author endows them with human abilities and psychological traits.

(Griffith, 60)

Two Essential Characters in a Story

Protagonist

Antagonist

Direct Revelation

The author simply tells readers what the character is like.

the window was open, because the Bears, like good, **tidy** Bears, as they were, always opened their bedroom window when they got up in the morning.

Indirect Revelation

Authors show us, rather than tell us, what characters are like through dialogue, external details (dress, bearing, looks), and characters' thoughts, speech, and deeds.

And while they were walking, a little Girl called Goldenlocks came to the house. First she looked in at the window, and then she peeped in at the keyhole; and seeing nobody in the house, she turned the handle of the door.

Case Question : How do the characters in *The Story of the Three Bears* relate to one another?

Once upon a time there were Three Bears, who lived together in a house of their own, in a wood.

One of them was a Little, Small, Wee Bear; and one was a Middle-sized Bear, and the other was a Great, Huge Bear.

The Little, Middle sizes, and Huge Bears were siblings. They lived in their own house in a wood.

And while they were walking, a little Girl called Goldenlocks came to the house. First she looked in at the window, and then she peeped in at the keyhole; and seeing nobody in the house, she turned the handle of the door.

Goldenlocks was an uninvited guest-- a little girl who came to the bears' house unannounced

Types of Characters in Fiction

According to Poli, there are nine types of characters in fiction:

1) Confidante Characters

A confidante is someone or something the main character confides in. Readers can learn a lot about the main character's personality and thoughts through this. The confidante can be another character or it can be the inside pages of the main character's diary.

2) *Dynamic or Developing Character*
A dynamic character is someone who changes throughout the story. This may be a good change or a bad one, but the character's motivations, desires, or even personality changes due to something in the story. This is usually a permanent change and shows how the character has learned and developed over time in the story.

3) Flat or Static Character

A flat character is the opposite of a dynamic character. A flat character doesn't change much or at all throughout the story. Their personality and/or background isn't revealed well and we only know a handful of traits about them.

4) Foil Character

A foil character is someone who is the opposite of another character. Your main character can be sweet and caring and the foil character will bring out that side by being nasty. It contrasts two characters.

5) Round Character

A round character is similar to a dynamic character. A round character changes throughout the story gaining new traits, some traits opposite to who they used to be.

6) Stock Character

A stock character is just stock photos you can get off the internet. They are not a big deal to the story, they don't change at all, they're pretty much cliche characters such as the "dumb jock" or "popular cheerleader."

7) Protagonist or Main Character

Main characters are the root of the story. They will develop over time and will ultimately be part of the driving force of the plot. This is the character your readers will care most about.

8) Antagonist

An antagonist is the opposite of your protagonist. This character will, along with the main character, be the driving force behind the plot.

9) Villain

A villain is similar to the antagonist, but is evil.

Where do characters come from?

People you know>> their appearance, hopes, bad habits.
Listen>>keep your ears open for snippets of conversation. Something you overhear might give you a starting point for a character.
Unlikely pairings>>try creating characters by mixing and matching things that don't normally go together, for example rabbit + fierce
Strength>>strengths and weaknesses

Bringing Characters to Life

Objects

A character's possession can be revealing. You could show that a person is eccentric by the unusual things in his or her bag or pockets, for example

Relationships

How does your character interact with others? Is she kind? Does he start fights? Do other people warm to her or find her annoying?

Speech

The way people speak, as well as what they talk about, says a lot about them. For example, a shy person might talk quietly, and a nervous person could speak quickly.

Appearance

How do your character's clothes reflect his or her personality? Someone who is a stickler for rules might wear formal clothes, while a show-off might have an elaborate hairstyle.

Drip-feed information

You don't need to tell your reader everything about a character all at once. You can reveal things bit by bit, only giving away what's relevant to the story as it unfolds.

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DIRECTION: READ EACH PASSAGE.. IDENTIFY THE CHARACTER FOR EACH.

1) "Peter, look at me!" the principal demanded, but Peter kept his eyes down, and his lips tight. He had nothing to say on the subject. Not detention, not suspension, not anything could make him rat out his friends. Just because he had gotten caught didn't mean they all had to.

2) "It's just a rock. Come on!" Mary said. But Cara knew that the reddish brown, patterned lump on the ground was no rock. She knelt down and carefully picked it up. Inside, she knew, the tiny turtle had to be terrified. How did it get all the way over here, into the middle of the mall parking lot, she wondered. She looked around for a safe place where she might relocate him.

3) Tom grunted, and tightened his grip on the rock just above his head. His fingers strained with the effort. With his foot he felt around, trying to find a toehold. He was still a long way from the top of the cliff, but he was a long way off the ground, too. His heart pounded, but it felt light inside his chest. The feel of the cool air, the smell of the dirt and rock just at his face – he had never felt more alive!

Now create your own story character

Setting,point of view, theme, and genre

Setting

Stories actually have two types of setting:

1. Physical setting
2. Chronological setting

Physical Setting

It is where the story takes place

The 'where' can be very general – a small farming community

A very specific – a two story white frame house at 739 Hill Street in Scott City, Missouri

Chronological Setting

The 'when' the story takes place

For example, stories can take place in present or past time, a specific time of the day.

Setting

The setting of a story is its overall context- where, when and in what circumstances the action occurs.

1. **Setting as Place-** The physical environment where the story takes place. The description of the environment often points towards its importance.

2. **Setting as Time-** Includes time in all of its dimensions. To determine the importance, ask, "what was going on at that time?"

3. **Setting as Cultural Context-** Setting also involves the social circumstances of the time and place. Consider historical events and social and political issues of the time.

How to Determine the Setting

The **narrator may tell you** exactly when and where the story are taking place.

Sometimes you may have to **determine the setting based on clues**.

If the exact date isn't listed, it is good enough to say something like **modern times**, in the **recent past**, in the **distant past**, in the **distant future**, etc.

Example

The Last Blue
by Karen Walker

"Let's bring your photos, Mom," Jennifer says.
I'd take them with me if I could. Snaps of a misty morning at the lake long ago, of Jack in those awful navy socks and sandals, of our daughter's wedding in lavender.
"So it'll be just like home." Her smile drips into a sob; she's so sorry. I catch her tears. She wipes mine.
"Go home," I tell Jennifer. Her girls need her.
Setting the prescription beside the bed, she kisses me. "Have a good sleep."
I will. The pills are blue like her father's sky eyes. I'll see them tonight.

(https://microfictionmondaymagazine.com/)

When and where is this story taking place?
Explain your answer.

Point of View

First Person Point of View- a character from the story is telling the story; uses the pronouns "I" and "me".

If the narrator is the main character, the point of view is **first person protagonist**.

If the narrator is a secondary character, the point of view is **first person observer**.

Third Person Point of View- an outside narrator is telling the story; uses the pronouns "he", "she","it", or "they".

If the third person narrator gives us the thoughts of characters (He wondered where he'd lost his baseball glove), then he is a **third person omniscient** (all knowing) **narrator.**

If the third person narrator only gives us information which could be recorded by a camera and microphone (no thoughts), then he is a **third person dramatic narrator.**

Theme

➢ The **theme** is the **central, general message, the main idea, the controlling topic** about life or people the author wants to get across through a literary work.

➢ To discover the theme of a story, think big. What big message is the author trying to say about the world in which we live?

➢ What is this story telling me about how life works, or how people behave?

One word—love, for example—may be a **topic;** but it **cannot be a theme.**

A theme is **a statement about a topic.**

For example: "The theme of the story is that love is the most important thing in the world." That's a cliché, of course, but it is a theme.

You may have used the word "Moral" in discussing theme, but it's not a good synonym because "moral" implies a positive meaning or idea. And not all themes are positive.

Genre

Each genre has its own conventions– typical themes, settings, plot structures and writing styles.

Types of genres according to The Usborne Creative Writing Book (2016):

1) Ghost Story:

- Haunted house setting is common

- At least one character is a ghost

- Plot is often about why the ghost is there

- Can be scary or funny

2) Comedy

- Plot usually includes lots of misunderstandings.

- Characters can be funny without realizing it, or witty in purpose.

- Ending usually happy

3) Fantasy

- Characters include dragons, elves, and brave warriors.
- The plot often includes a quest for a magical object or lots of big battle.

4) Realistic Fiction

- Settings are everyday, like your real life.
- Themes include familes, relationships and feelings.
- Enemies could include rivals, bullies– or very annoying siblings.

5) Horror

- Almost everyone dies.
- Main characters battles nearly-unstoppable villains.
- Villains include dolls that come to life, evil, clowns, murderers and aliens.

6) Science Fiction

- Settings include other planets, spaceships or alien invasions.
- Stories often answer a "what if..?" question.
- Can involve time travel.
- Characters could have futuristic gadgets.

7) Historical

- Set in the past.
- Could include battles and other big events, but also daily life.
- Characters can be famous figures or made-up people from that time.

8) Thriller

- Plot has a lot of action.
- There's often a race against time.
- Main characters are spies.
- People chase each other across rooftops a lot.

9) Romance

- Heroes are handsome, heroines are beautiful.
- Characters fall in love.
- A lot of things get in the way of them getting together, but the end is happy.

10) Detective

- Main character usually a detective (police, private detective, someone else investigating a crime)
- A crime is usually solved by the end of the story.

Activity

Continue the following story written in the first person point of view. Think about what the narrator felt and thought, coming face-to face with a tiger.

My heart was pounding. I looked back, and could see the tiger's eyes flashing at me............

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PLOT

Meeting 15

Plot

The plot in a dramatic or narrative work is constituted by its events and actions, and the actions are performed by particular characters (Abrams & Harpham, 293)

Plot Diagram

Climax

Rising Action

Falling Action

Exposition

Resolution
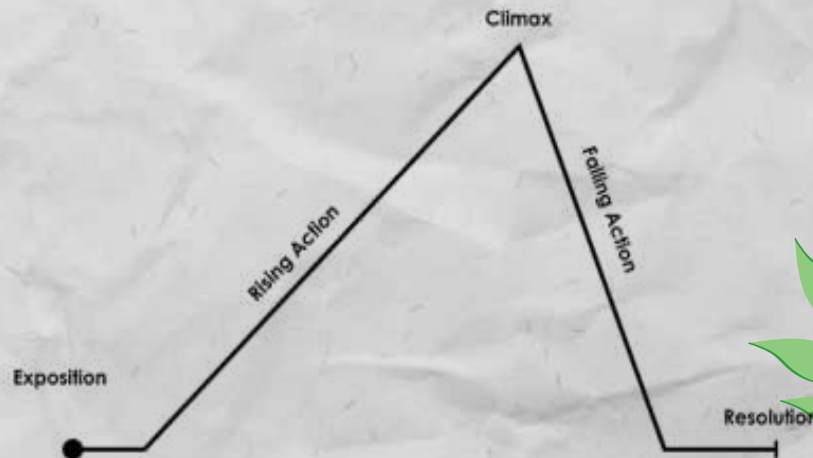
The Story of the Three Bears

Climax
The three bears came home and noticed that somebody had been in their house. They screamed and searched for Goldenlocks.

Rising Action
The door was not locked, so Goldenlocks opened the door and went in. She ate the porridge, sat down in the chair, and lay down upon the bed.

Falling Action
Goldenlocks was surprised to see the three bears and jumped out of bed. She ran away as fast as she could.

Exposition
Three bears lived in a house in a wood. They walked out into the wood after making porridge for breakfast. A little girl named Goldenlocks came into their house.

Resolution
All three bears never saw her again.

Parts of a Plot

➤ Exposition - introduction; characters, setting and conflict (problem) are introduced

➤ Rising Action- events that occur as result of central conflict

➤ Climax- highest point of interest or suspense of a story

➤ Falling Action - tension eases; events show the results of how the main character begins to resolve the conflict

➤ Resolution- loose ends are tied up; the conflict is solved

1. Exposition

- **This usually occurs at the beginning of a short story. Here the characters are introduced. We also learn about the setting of the story. Most importantly, we are introduced to the main conflict (main problem).**
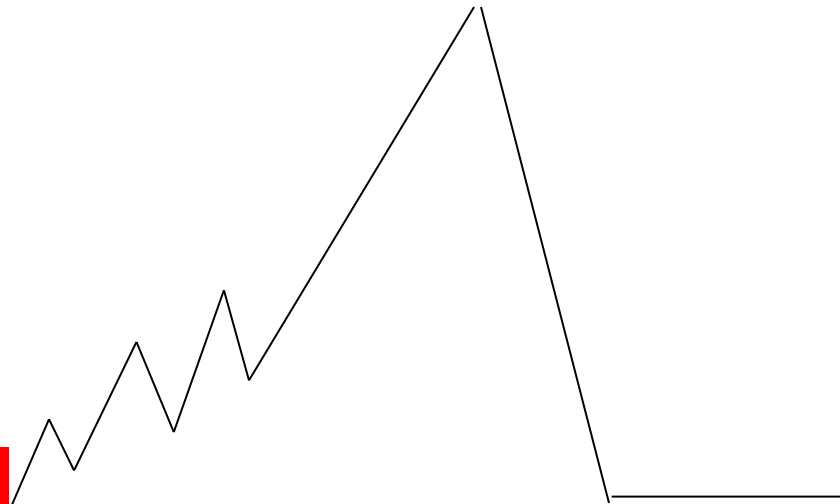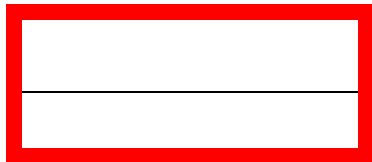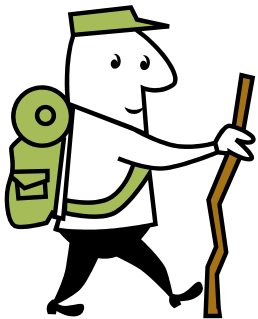
2. Rising Action

- **This part of the story begins to develop the conflict(s). A building of interest or suspense occurs and leads to the climax. Complications arise**
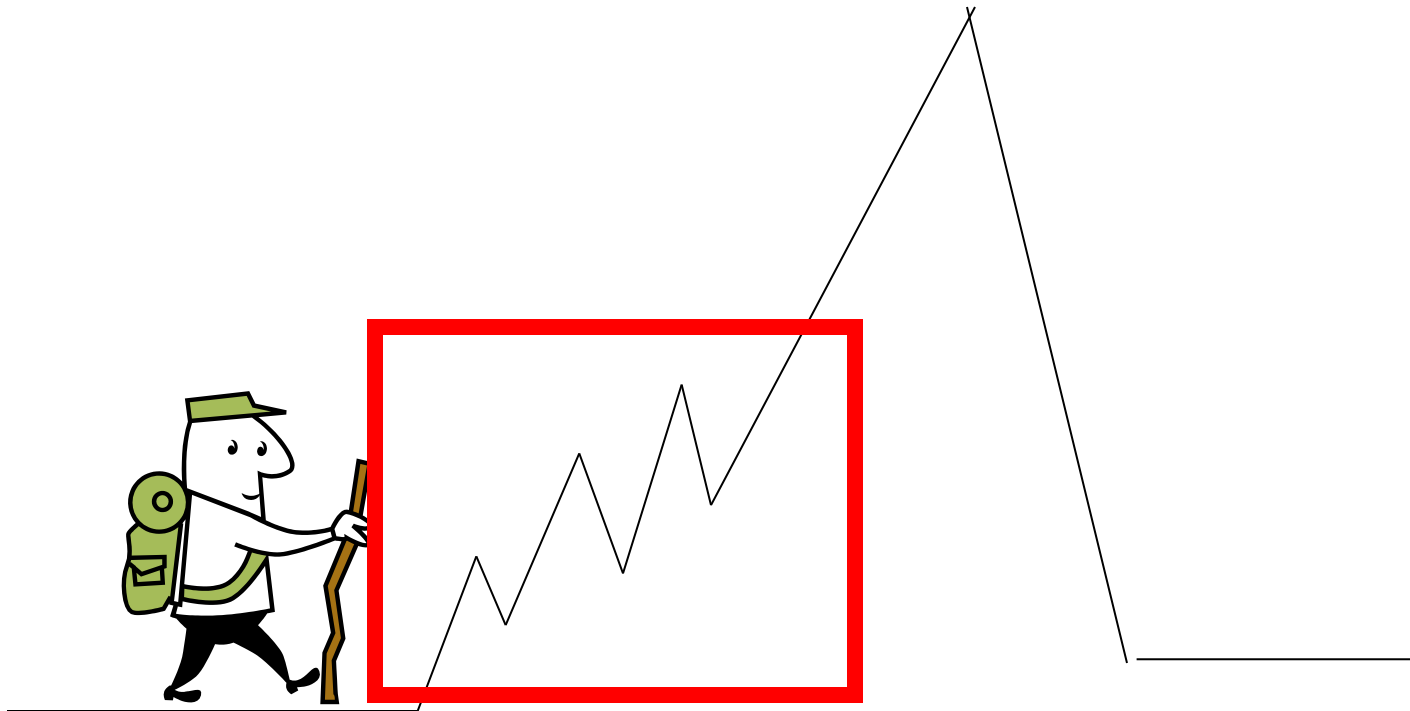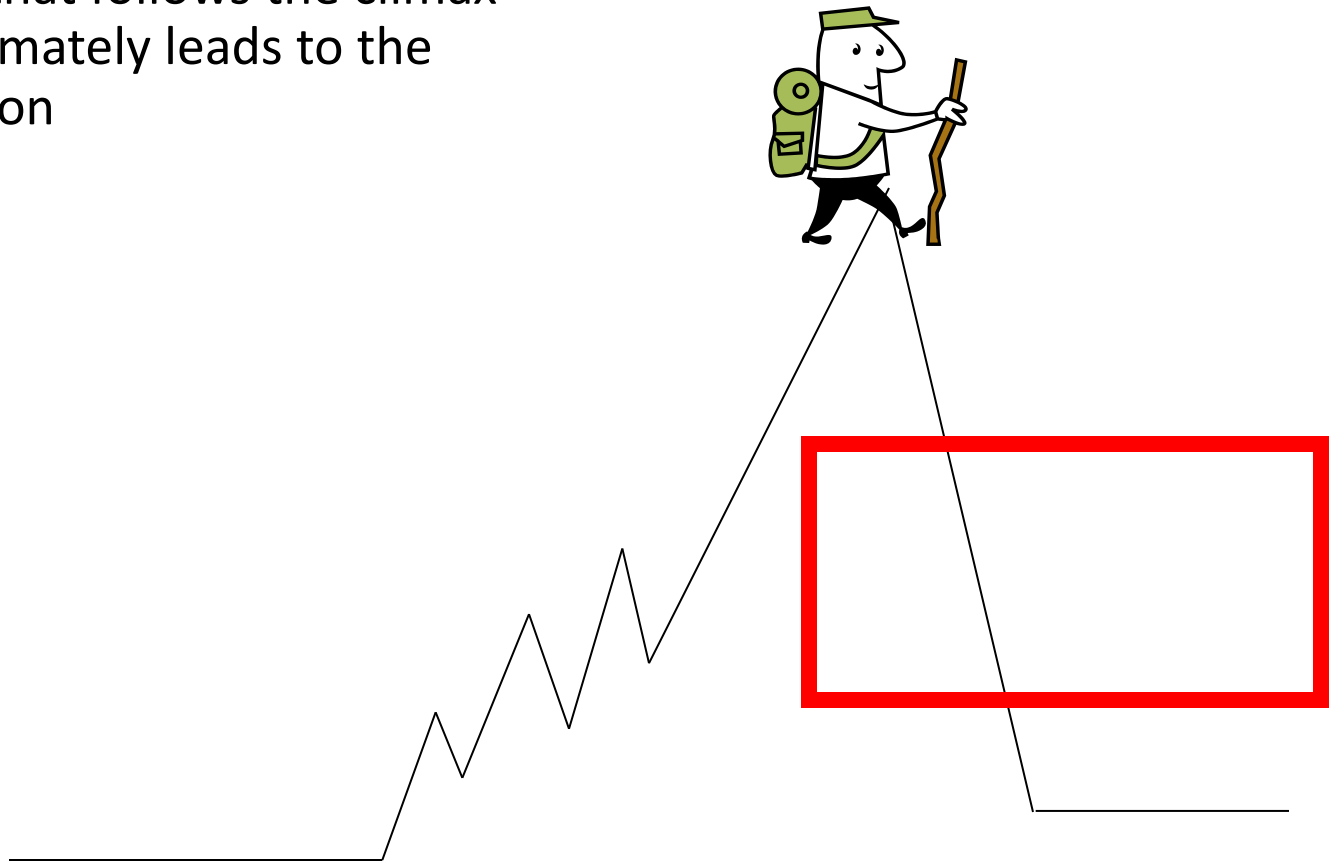
3. Climax

- **This is the turning point of the story. Usually the main character comes face to face with a conflict. The main character will change in some way. This is the most intense moment.**
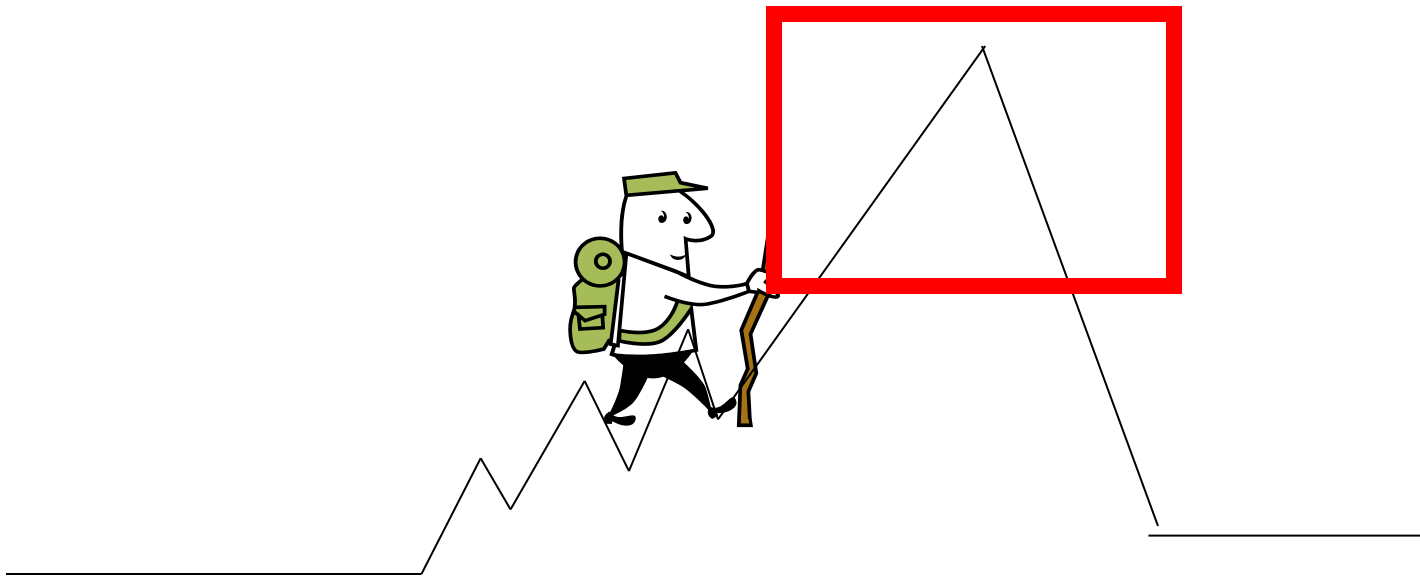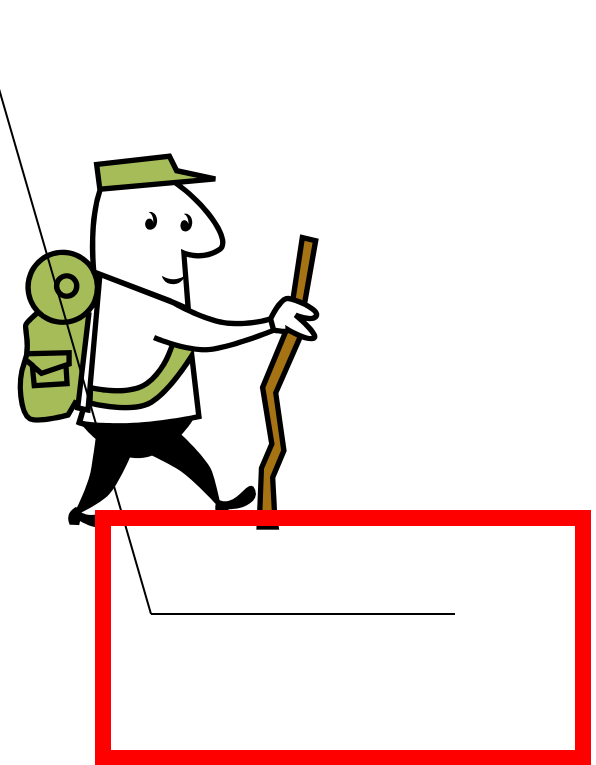
4. Falling Action

- Action that follows the climax and ultimately leads to the resolution

5. Resolution

- **The conclusion; all loose ends are tied up.**

- **Either the character defeats the problem, learns to live with the problem, or the problem defeats the character.**

Putting It All Together

1. Exposition → **Beginning of Story**

2. Rising Action

Middle of Story

3. Climax →

4. Falling Action → **End of Story**

5. Resolution

Special Techniques used in a Story

➢ ***Suspense***- excitement, tension, curiosity

➢ ***Foreshadowing***- hint or clue about what will happen in story

➢ ***Flashback***- interrupts the normal sequence of events to tell about something that happened in the past

➢ ***Symbolism*** – use of specific objects or images to represent ideas

➢ ***Personification*** – when you make a thing, idea or animal do something only humans do

➢ ***Surprise Ending*** - conclusion that reader does not expect

Case Question 1: How does the resolution bring a natural, thought-provoking, and / or surprise ending to the story?

Out Goldenlocks jumped, and ran away as fast as she could run—never looking behind her; and what happened to her afterwards I cannot tell.
But the Three Bears never saw anything more of her.

Resolution concludes the story with rising action.

One (or more) characters in crisis. It begins with the inciting force and ends with the climax.
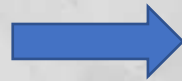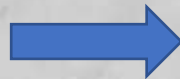
"...and what happened to her afterwards I cannot tell."
It arose an assumption about Goldenlocks' fate. She might feel terrified as she left the bears' house in hurry. What will happen to her afterward?

Resolution concludes the story with falling action.

Resolution of character's crisis. The events after the climax which close the story.

Uninvited guest finally left the bears' house.

Conflict

The struggle between two opposing forces/characters, with increasing intensity through the narrative.

Without conflict, there is no plot.

Conflict can be internal and external.

(Bond, Corbin et al.)

Case Question 2: Based on *The Story of the Three Bears,* how is the main conflict resolved? Which conflict go unresolved?

But when she heard the little, small, wee voice of the Little, Small, Wee Bear, it was so sharp, and so high, that it awakened her at once.

If she had been a thoughtful little Girl, she would have waited till the Bears came home, and then, perhaps, they would have asked her to breakfast; for they were good Bears—a little rough or so, as the manner of Bears is, but for all that very good-natured and **hospitable.**

How is the main conflict resolved?

The main conflict: finding the person who had entered their house.

After searching every nook and cranny, the three bears finally found Goldenlocks lying on the Little Bear's bed.

Which conflict go unresolved?

It left unresolved in the story the reason why Goldenlocks visited the three bears' house without permission.

MEETING 16

CREATING MICROFICTION

1. Start writing your microfiction.

2. Include the important elements of microfiction.

3. Remember to only write a microfiction containing of 500 words or less.

4. Create dialogue among characters.

6. Choose your favourite genres: romance, comedy, thriller, etc. You can combine story genres.

7. Revise and edit your microfiction.

8. your microfiction on Instagram. Use canva to create a great design for your microfiction.