Creative Writing
Quarter 3 – Module 8:
Writing Journals and Short Compositions

Name of Learner: ___________________________
Grade & Section: ___________________________
Name of School: ___________________________
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**What I Need to Know**

Your style in writing is as unique and distinctive as your face, your voice and even your manner of thinking. How you manage to put yourself in writing defines your art, your skill and your style. Nonetheless, when someone else’s purpose is both to entertain and to share human experiences with a diverse audience including yourself, creative writing comes in.

In creative writing, never forget that the first step for achieving great and boundless contents and substances is doing a pre-writing, which can also be called journal writing. If you write fiction, drama, or poetry, a journal can build your writing muscles and generate ideas. And whenever you get stuck or feel uninspired, you will be able to go to your creative writing journal for fresh material.

This module is made for you to understand the importance of writing a journal specifically in the fictional context, which will aid you in constructing excellent 21st century creative literary genres.

In this module, you are expected to:
- Write journal entries and other short compositions exploring key elements of fiction. **HUMSS_CW/MPIg-i-11**

**What I Know**

**A. Directions**: Read the questions carefully. Choose the letter of the best answer. Write your answer on the space provided before each item.

______ 1. The following are statements about Journal Writing, which one is not genuine?

a. There are no particular rules to follow in writing a journal unlike in technical writing.
b. Journal writing can also provide you with the opportunity to critique other forms of writing.
c. Fluency of the language is one good pre-requisite to write an effective journal.
d. In creative writing, never forget that the first step for achieving great and boundless contents and substances is doing a pre-writing, which can also be called journal writing.

______ 2. Fill in the statement to complete the thought about Journal Writing, “The only thing you will ever need for journal writing are: your favorite pen, a nice clean notebook; and ______.”

a. the drive to keep on writing
b. the feedback from the audience
c. the appreciation from someone who also writes journals
d. the tone and conviction of the voice
3. How does Meriam-Websters define Journal Writing?

a. A writing process of which the content is based from the writer’s perspective of the subject.
b. A book in which you write down your personal experiences and thoughts.
c. A literary genre based on the account of a person’s life written by the same person.
d. A systematized list of things to be accomplished by a specific writer.

4. Which of the following statements are opportunities which Journal writing can provide to writers?

I. Become more confident about writing.
II. Broaden your perspective about topics.
III. Identify progress in writing.
IV. Overcome writing blocks.
V. Spend more time on self-reflection.

a. I and V c. I, II and V
b. II and IV d. All mentioned.

5. Which of the following statements explain about FICTION?

a. It is about historical or influential persons and may get information about the lives of these people form journals, diaries and history books.
b. It concentrates on constructing personal histories, and places them within their social, political and historical context, in order to discover and explain the influences on an individual’s life.
c. It is a person’s thoughts, feelings and fears are transformed into writing, and thus, it is generally meant to read by no one except its writer.
d. It is generally a narrative form, in any medium, consisting of people, events, or places that are imaginary—in other words, not based strictly on history or fact.

B. Directions: Read each statement carefully. Write TRUE is the statement is accurate about “Journal Writing” and FALSE it it’s not.

6. The drive to write is the most important because a journal is no good to a person who does not write at all.

7. Fluency of the language is one good pre-requisite to write an effective journal. Technicalities in the language such grammar, punctuations and styles are secondary.

8. Journal entries are a form of persuasive writing, in that you can use them to consider and respond to something you have read or learned.

9. Make notes about people you know; their appearance, their body language, their voices, the way they relate to each other. Any of this can be written in a journal and can eventually begin a story or poem.

10. Journal writing’s sole purpose is only to entertain with a diverse audience whose interest are more on writing.
We can associate writing journals using fictional text as a laboratory, where you experiment with different methodologies. It can be a source of details to add texture and flavor to your writing.

Writing a journal is utmost vital as a warm-up for creative writing or as a remedy for writer’s block. The way journal writing works is that you keep your pen moving on the page, normally during a set amount of time. If you don’t have anything to say, you can write, “I don’t have anything to say,” over and over until something else occurs to you. Don’t judge or correct yourself as you are writing; don’t worry about sounding smart or even making sense. It is a way of tricking your mind into relaxing. Then interesting things often start to cascade on the mind.

Writing journals can be an influential approach for students to respond to literature, gain writing fluency, dialogue in writing with another student or the teacher, or write in the content areas.

What’s In

PIC-AND-EXPLAIN
Directions: Analyze each of the following illustrations and write a one-sentence description of what is the illustration telling you.

1. 

Original Illustration
ACRONIMFORMATION
Directions: Analyze the given picture. Using the acronym “JOURNAL”, write any information that you can think of regarding the picture presented. It can be in sentences, phrases, or words.
The Merriam-Webster defines a journal as “a book in which you write down your personal experiences and thoughts.” A lot of writers keep journals for indefinite periods of time because they always find something interesting in their lives to talk about and even remarkable happenings that need to be recorded either as a basis or inspiration.

What Is It
The activities above are just some of the few pre-writing activities, same with how writing a journal works, it gives you a taste of what to do when you are realistically writing one. The only thing you will ever need for journal writing are: your favorite pen, a nice clean notebook; and the drive to keep on writing. The drive to write is the most important, because a journal is no good to a person who does not write at all. No particular rules to follow in writing a journal not like in technical writing. Fluency of the language is one good pre-requisite to write an effective journal. Technicalities in the language such grammar, punctuations and styles are secondary, but still it requires accuracy of the language used. Try stretching your writing goals a bit to challenge yourself, yet always keep it realistic and practical at the same time. Get yourself used to the habit of finding something to talk about, so that it comes naturally to you. You will surely know more about the world, the people around you and including yourself when you learn to manage writing your own journal.

Journal entries are also referred as reflective writing, in that you can use them to consider and answer to something you have read or learned prior to engaging in the writing process. However, journal entries should not merely summarize what you have read, nor should they focus only on your feelings. Instead, they should demonstrate your ability to conduct a critical inquiry. The term, critical inquiry, is referred as steps involved in collecting accumulating and evaluating and even analyzing ideas or information.

Journal writing can also provide you with the opportunity to:
- become more confident about writing;
- broaden your perspective about topics;
- gather material for later essays;
- identify progress in writing;
• overcome writing blocks;
• spend more time on self-reflection; and
• write without fear of criticism.

To lead you to a creative journal writing, here are some journal ideas for creative writers:

People-watch. Learn to observe the people around you. The people around you can become fictional characters or the subjects of poems. Make notes about people you know; their appearance, their body language, their voices, the way they relate to each other. Any of this can be the beginning of a story or poem.

Listen. Listen to both important and unimportant details in conversations. Listen to your own family and friends – really listen. Not just to what they’re saying, but to the words they use, the pauses, the unique rhythms of their speech. And write down pieces of speech when they are still fresh in your ears.

Take a walk. Observe your surroundings. Describe the weather, the colors and textures, the light and shadow. Go beyond what you see – describe the sounds, the smells, the feeling of the air on your skin. These details will give authenticity to your creative writing, make it feel as if the reader is in your creative phase.

Take a field trip. Go out and have yourself experience the beauty of the outside world. Visit one of the most talked about place in your locality. Get the story and write. Write down the details that will make the setting come alive on the literary piece. Go somewhere you would normally never go, it usually where you get interesting stories.

Use real-life stories. Be authentic. Learn to get inspiration from the genuine stories of life and people. Make notes on the story, and imagine the parts you don’t know. Imagine it as if you were there. Be creative enough to imagine things that can be a great part in your story.

What’s More

Activity 1: INFO-CHECK
Directions: Read the given text, then using a graphic organizer (a strategy to journal writing) provided below, do a simple journal writing by listing information that you can collect from the text. Write them on the empty shapes provided in the graphic organizer.
COVID-19 is a respiratory disease. It was first reported in China in December 2019. Because this is a new disease, doctors are still learning about it. You can expect them, along with other health experts, to provide new information about it frequently.

Common symptoms of COVID-19 include a fever, cough, and shortness of breath. The Centers for Disease Control and Prevention considers a person to have a fever when he or she has a measured temperature of at least 100.4 °F [38 °C]. These symptoms may occur 2 to 14 days after being exposed to the virus. Most people who come down with COVID-19 have mild symptoms. These symptoms can make you feel like you have the flu. However, some people have more severe symptoms. In these cases, the virus may lead to pneumonia.

The most common way to get COVID-19 is by inhaling respiratory droplets in the air. When a person with COVID-19 coughs and sneezes, tiny droplets leave their mouth and nose and go into the air. You can’t see these droplets. If you’re within 6 feet of that person, you may breathe in those droplets. You won’t even know you’ve done it. But by doing that, you may get the germs that cause COVID-19 in your body.

COVID-19 also can be shared if you touch a surface an infected person has touched. Some examples include door handles, elevator buttons and shopping carts. The germs can get into your body if you then touch your eyes, nose, or mouth.
Activity 2: INFO-ETRY (INFORMATION POETRY)
Directions: Using the information gathered in the first activity. Create a two-stanza free-verse poem. Provide a title. Use the rubrics provided below as your guide.

<table>
<thead>
<tr>
<th>Rubrics:</th>
<th>4-Examplary</th>
<th>3-Accomplished</th>
<th>2-Developing</th>
<th>1-Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Writer uses vivid words and phrases that paint a picture in the reader’s mind. Every word is in the perfect place.</td>
<td>Writer uses great words and phrases that sometimes paint a picture in the reader’s mind.</td>
<td>Writer uses words that lack in variety and it is sometimes dull and boring.</td>
<td>Writer uses an immature and limited vocabulary that is not at grade level.</td>
</tr>
<tr>
<td>Over-all sense</td>
<td>The poem is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.</td>
<td>The poem is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.</td>
<td>The poem is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.</td>
<td>The poem is not neat or attractive. It looks like the student just wanted to get it done and didn’t care what it looked like.</td>
</tr>
<tr>
<td>Message/ Organization</td>
<td>The writer seems to be writing from experience. The ideas are fresh and new!</td>
<td>The writer may be writing from experience, but there is some lack of ownership. It does not always sound fresh and new.</td>
<td>The writing does not “belong” to the writer. It is boring, dull, or seems rushed.</td>
<td>The ideas and the way they are expressed seem to belong to someone else. There seems to be little effort shown and/or it is presented in pencil.</td>
</tr>
</tbody>
</table>
MY LEARNING ROBOT
Directions: Recall the concepts that you have learned in the lesson. Answer the question in each part of the robot. Write your answer on the robot’s empty shapes

QUESTIONS
Inner circle of the head:
What one word will describe your learning experience?

Outer circle of the head:
Explain, why did you choose the word in the inner circle?

Body:
What are the lessons you find very interesting to learn?

Right arm:
What lesson/s you find difficult to understand?

Left arm:
What lesson/s you want to learn more?

Right leg:
What lesson/s you think are useful for you as a student?

Left leg:
What lesson/s you think that are not beneficial for you?
**MY HOME, MY INSPIRATION!**

Directions: Get your favorite pen and notebook. Roam around your house including your front yard and backyard. Observe everything including the little details: the movements, the sounds, the color, the names…everything that catches your attention and can be used as an inspiration then write your observations on your notebook same as how journal entries must be written. After which, use those as your inspiration in coming up with a short narrative composing of not more than 500 words and not less than 300 words. Use third person as your point of view. Come-up with a one-word title. Use the rubrics as your guide in this writing activity. Write your narrative on the space provided below. (Note: You may submit your journal together with this module.)

<table>
<thead>
<tr>
<th>Rubrics:</th>
<th>4-Examplary</th>
<th>3-Accomplished</th>
<th>2-Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity &amp; Use of Lit. Devices</strong></td>
<td>No creative language is used. It is evident that the writer did not put forth any feeling and emotion into the story. The story is not made personal.</td>
<td>Very few creative terms are used. Potentially terms have been used out of context, but student makes valiant effort to place them in his/her writing.</td>
<td>Some creative language is used. Literary devices are used within context but do not allow for the flow of the story to continue on point.</td>
</tr>
<tr>
<td><strong>Plot Development</strong></td>
<td>Story development does not exist and does not follow sequence.</td>
<td>Story development needs to be improved or revised. There are pieces missing.</td>
<td>Story development follows story sequence but some components could be better developed for the reader to follow.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>More than 9 grammatical errors were made which interfere with the telling of the story.</td>
<td>7-9 grammatical errors made which interfere with the telling of the story.</td>
<td>3-6 grammatical errors made which interfere with the telling of the story.</td>
</tr>
<tr>
<td><strong>Overall Presentation</strong></td>
<td>Structurally inferior. Student did not follow directions as ordered.</td>
<td>Short story is typed but wrong font or size. Name, date, and class are missing.</td>
<td>Short story is typed. Name, date, and class may be missing or misspelled.</td>
</tr>
</tbody>
</table>
A. Directions: Read and analyze the following statements carefully. Write JOURNAL if the statement has something to do with concepts about Journal Writing, and write FICTION if the statement has something to do with concepts about Fiction. Write your answer on the space provided before each number.

____ 1. It can be short stories, fables, vignettes, plays, novellas, or novels. Although writers may base a character on people they have met in real life, the characters and the experiences that the character faces in the story are not real.

____ 2. It can be a powerful strategy for students to respond to literature, gain writing fluency, dialogue in writing with another student or the teacher, or write in the content areas.

____ 3. Technicalities in the language such grammar, punctuations and styles are secondary, but still it requires accuracy of the language used.

B. Directions: Analyze the following statements. Write TRUE if the statement is true, if false change the underlined word to make the statement correct. Write your answer on the space provided before each number.

____ 4. Exploratory writing is the process of recording personal insights, reflections and questions on assigned or personal topics. Journal projects assigned in class may include your thoughts about daily experiences, reading assignments, current events or science experiments.

____ 5. Fiction generally is a narrative form, in any medium, consisting of people, events, or places that are imaginary—in other words, not based strictly on history or fact.

____ 6. As one of the tips in journal writing for creative writers, “Take a field trip”, this means that the news, gossip, the experiences of your friends, and even stories from history books can be sources for creative writing. Make notes on the story, and imagine the parts you don't know. Imagine it as if you were there.

C. Directions: Read the questions carefully. Choose the letter of the best answer. Write your answer on the space provided before each item.

____ 7. What is referred as steps involved in collecting and analyzing ideas or information, a post journal writing stage?

a. Reflective Writing
b. Critical Inquiry
c. Exploratory Writing
d. Creative Writing
8. Which of the following statements are opportunities which Journal writing can provide to writers?

   I. Become more confident about writing.
   II. Broaden your perspective about topics.
   III. Identify progress in writing.
   IV. Overcome writing blocks.
   V. Spend more time on self-reflection.

   a. All mentioned
   b. II and IV
   c. I, II and V
   d. I and V

9. Accordingly, what is one good pre-requisite to achieve an effective journal?

   a. grammar and punctuations
   b. organization of ideas
   c. fluency of the language
   d. accuracy of the language

10. Which of the following key elements of fiction that deals with the underlying truth that is being conveyed in the story?

    a. point of view
    b. plot
    c. theme
    d. character
WHAT I KNOW

1. FALSE
2. TRUE
3. FALSE
4. TRUE
5. TRUE
6. TRUE
7. FALSE
8. TRUE
9. TRUE
10. FALSE

ASSESSMENT

1. FICTION
2. JOURNAL
3. JOURNAL
4. Journal Writing
5. TRUE
6. Use real life stories
7. a
8. c
9. c
10. c

WHAT'S IN

(Answers may vary depending on how students may relate it based on their understanding of the illustrations)

WHAT'S NEW

(Answers may vary depending on how students may relate it based on their understanding of the picture presented)

WHAT'S MORE

ACTIVITY No.1

Possible answers:

• It was first reported in China in December 2019
• COVID-19 is a respiratory disease
• Common symptoms of COVID-19 include a fever, cough, and shortness of breath
• The Centers for Disease Control and Prevention considers a person to have a fever when he or she has a measured temperature of at least 100.4 °F
• These symptoms may occur 2 to 14 days after being exposed to the virus.

ACTIVITY No.2

(Teachers’ prerogative on the students score depending on the rubrics given.)

WHAT I HAVE LEARNED

(Answer may vary depending on the students’ feedback on the lesson)

WHAT CAN I DO

(Teachers’ prerogative on the students score depending on the rubrics presented)

ACTIVITY No.2
References

Books


Electronic Sources


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