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LLED 367

Writing Prompt #1:	Write about a time you experienced an uncomfortable situation.
Intended Outcomes:	Encourage descriptive, creative writing through complex literary comparisons and exaggeration.
Content Constraints:	Use at least two phrasal similes and/or metaphors to compare phrases to an unrelated object or phenomenon. Include at least one hyperbole to highlight a scene in your storytelling.
Formal Constraints:	At least three paragraphs in length.
Contextual Constraints:	None.

Exemplar:

I notice there's something wrong around 71st street. My stomach – flipping, twisting, curling itself inside out – I needed to shit take a dump.

Of course, there is no way I would get to a toilet anytime soon, I'm on the bus on the way to school. The discomfort isn't bad, passing a few discreet farts might relieve my intestines temporarily until I had reached UBC.

The time between the stomach rumblings shorten. What was previously a kicking baby in my gut is now something more akin to a toddler in mid-tantrum locked in a time-out cage made of flesh. The crack between my butt cheeks is sweating profusely. My rectal muscles were trembling as they tried their best to hold in what was likely the Niagara Falls of whatever breakfast wanted to defy my digestive tract this morning.

I high considered getting off the bus partway and finding a washroom, but it was morning, and having to get off and get back on a later bus would likely make me miss my first class of the day. I was too much of a decent student for that, no, so I held on desperately.

"Just hold it until the the end," I repeated in my mind.

By the time the bus stopped at Thunderbird Stadium, I was barely swimming in reality, but I could sense that I was almost at my goal. Next was… 2100 Block. Less than 5 minutes until I

could get off of this vehicle I could swear was filling up with my noxious gases that everyone was too polite to make any comment about.

Hearing the pre-recorded voice announce UBC Bus Loop was hearing the swan song of the valkyries, notifying me that my war with my anal sphincter was almost at an end. Without jostling and subsequently pooping my pants against whoever I hit on the way off the bus, I leaped for joy out the double-doors of the 480 bus. I had plans to speed-walk to the nearest convenient building (The old SUB before it was closed off) and let loose the food that betrayed me this morning. I turned the corner towards my long-awaited toilet and what do I see?

Fences. Construction fences everywhere.

The closest entrance that I would usually take was completely blocked off by the familiar yellow fences of the University of Bothersome Construction (UBC) that were not there yesterday. No, they were definitely not there yesterday! It was too early in the morning to play Maze Runner, especially not while I could feel the head of my brown baby pushing against my desperately tired sphincter. Another betrayal by another inanimate object today and it was not even 10am.

The next-best option was Buchanon, my castle, my palace, the building that I had 80% of my classes in so much that I developed a relationship with the microwave in the Buchanon D lounge. Thus, having class in that building, I dashed into the D building bathroom on the first floor because *dear lord* what sane man in that dire situation would run up a flight of stairs for a poop emergency he's been holding for the past 45 minutes?!

I couldn't have ripped my pants off any faster and plopped myself on the gracious off-white seats of the toilet bowl. Had my self-control been any weaker I would have sprayed an embarrassment to the janitor all over the toilet itself whilst still standing with my pants half down.

Sweet platypus guts! I released the cause of the now – screaming snakes of flesh known as my large intestine into the waiting bowl. Had I consumed yogurt this morning? But there was no way that mere yogurt could trigger my lactose-intolerance to the point that I was squeezing steaming chocolate soft-serve ice cream from the caverns of my body. Nothing mattered anymore: not the migraine that grew from the strain of holding my nearly liquid feces in, nor the sounds that came from my rear end that sounded like a one-man brass band, not even Poseidon's kiss as the tainted water splashed back onto my cheeks from the impact of my half-digested food hitting the toilet water in the bowl. I was probably in there

for a good 15 minutes, not from the poop itself, which was nearly instant, but from the wiping. I had to make sure *all* the evidence was gone.

There is always a battle of how much toilet paper it takes to clean yourself satisfactorily versus how much toilet paper will eventually clog the toilet and prevent you from flushing any of your crime away. The key is to wipe until you see blood. Wipe until the brown disappears and you see red. Once satisfied and anus thoroughly torn for the next week, I wash my hands quickly, and decide that I should have taken more Creative Writing classes instead of all these English Literature classes.

Writing Prompt #2:	Foreshadow a traditional or cultural holiday without explicitly naming the holiday itself.
Intended Outcomes:	Understand how foreshadowing works. Learn how certain combinations of symbols and imagery can hint at one big idea.
Content Constraints:	Describe at least three different types of imagery (an object, people, place)
Formal Constraints:	None.
Contextual Constraints:	You have 15 minutes to complete the prompt.

Exemplar:

When I hear the music change to a certain playlist at the start of December, or even as early as November, I know that *it* is coming.

When the commercials on TV start changing its background music to include bells jingling and start showing a snowy, red and green version of itself, I know that *it* is coming.

When almost all of the stores in the mall start putting out signs that say "Buy your gifts now!", I know that *it* is coming.

Writing Prompt #3:	Find a short piece of digital writing (eg. a tweet, a Facebook status) and rewrite it in a formal tone. Replace any

	abbreviated, shortened, and slang words with longform equivalents.
Intended Outcomes:	Students will gain awareness that different tones of writing evoke a different voice from the writer. Students will learn about what makes writing formal.
Content Constraints:	The online post must be rewritten so that its pitch is shifted up.
Formal Constraints:	The formalized writing must be maximum 300 words.
Contextual Constraints:	You have 10 minutes to complete the prompt.

Exemplar:
Original text: (@kenmato)

Asking seriously, do big boobs affect one's performance in contact sports?????

Rewritten text:

I must make a serious inquiry on the matter of physical anatomy and their correlative effect in athletics involving physical contact: do mammoth mammary glands on the female sports player, if not a morbidly obese male afflicted with gynaecomastia, significantly inhibit peak performance in contact sports?

Writing Prompt #4:	Construct an original text from the spam email printout.
Intended Outcomes:	Understand what is found poetry, how it is created, and how to write a coherent piece of literature with a limited number of words to pick from.
Content Constraints:	Must use words from email printout. Must select words in sequential order and must form complete sentences (at least one subject and one verb). There is freedom to cut only certain letters out of words to create a new word, but those letters must be cut out in sequential order of the spelling.
Formal Constraints:	Must create a piece of "found poetry"

Contextual Constraints:	You have 10 minutes to complete the prompt.

Exemplar:

The tired Federalists in my opinion, threw prickly wine at ancient Texas.

Still more striking: Mexico is a powerful potato candidate that the Americans have made beautiful.

The causes of hate of the United States will always contain a considerable number of people enjoying soft men.

Writing Prompt #5:	Write a three stanza poem using words that have more than one usage.
Intended Outcomes:	Increase understanding of grammar with common vocabulary, or increase vocabulary dictionary if cannot come up with any more words that fit the constraints.
Content Constraints:	May only use words that can double or even triple as another grammatical structure (eg. "fish" is both a noun and a verb). Students are allowed to modify words into past or present tense, plural or singular, or add -ly or -ing if needed.
Formal Constraints:	Must use 27 words, three words per line, and three lines per stanza, for a three stanza poem.
Contextual Constraints:	You have 15 minutes to complete the prompt.

Exemplar:

Cooks clean fish.
Hope answers distress.
Insults need force.

Camps switched access.
Train plugged tunnel.
Man waters garden.

Glue screw end.
Fix flower garden.
Balloon escapes grip.

Writing Prompt #6:	From Alexie Sherman's *The Absolutely True Diary of a Part-time Indian*, Arnold says his people relate him to an apple. "The people at home," I said. "A lot of them call me an apple." "Do they think you're a fruit or something?" he asked. "No, no," I said. "They call me an apple because they think I'm red on the outside and white on the inside." "Ah, so they think you're a traitor." "Yep." Compare yourself to a fruit or vegetable using imaginary dialogue between yourself and a hypothetical friend.
Intended Outcomes:	Have students become aware of the disparity between their outer and inner selves, and what they present themselves as depending on what environment they're in. Students should learn how to punctuate dialogue correctly.
Content Constraints:	The fruit must have a flesh colour different from its peel/skin colour.
Formal Constraints:	Minimum three lines per speaker. Dialogue should be punctuated correctly, and grammatically correct.
Contextual Constraints:	10 minutes

Exemplar:

After finding out that I can't understand what she just whispered at me, she remarked, "Dude, you're totally a banana."

"What does that mean?"

"You're whitewashed. You're yellow on the outside, and white on the inside."

I balked, "Yellow? What are you talking about?"

She sighed, "Yellow as in Asian. Asians are yellow-skinned in the race book. But you're not really Chinese, because you can't understand any of it. So you're pretty much white. You just look like a Chinese person. Get it? BA. NA. NA."

I realized the comparison.

"Oh…"

But I didn't think my skin looked yellow at all. That'd be sickly, wouldn't it?

Writing Prompt #7:	The boys from William Golding's *Lord of the Flies* find themselves on a deserted island. The person to your right washes up on shore with you. Who is it and how will you two survive until you are rescued?
Intended Outcomes:	Students will consider aspects of themselves and their partner and how they will cooperate or bring each other down. The exercise is intended to spark the imagination and initial interest in the novel.
Content Constraints:	Must include and explain the partner's role in Deserted Island Survival. Must write **one pro and one con** of the person who is stranded with them on the island.
Formal Constraints:	None.
Contextual Constraints:	You have 15 minutes to complete the prompt.

Exemplar:

I'm washed up on a deserted island with my sister. We're on good terms with each other so I don't think we will fight much if our lives are on the line. My sister is a pretty smart and rational person, so I think she'll be very helpful in helping me survive. She can swim and cook, and really good with her hands so I trust that she can find and make food, as well as make clothes or even a basic shelter for us. However, she's quick to complain, and won't do something if think it's dumb. She also doesn't have very much basic survival knowledge…

Writing Prompt #8:	Create concrete/visual poetry using the text/words from a page in Lewis Carroll's *Alice's Adventures in Wonderland*

Intended Outcomes:	Allow students to visualize the text using excerpts from the novel itself. Allow visual intellect to thrive and stimulate interest in the novel.
Content Constraints:	Words must be taken from pages from the book, and the image should reflect the scene imagined by the words taken off the page.
Formal Constraints:	Image created with the **concrete/visual poetry** must be a scene or character from *Alice in Wonderland.*
Contextual Constraints:	None.

Exemplar:

Writing Prompt #9:	The spells in Harry Potter use a mix of English, French, and Latin origin words to make their fancy names. For example, the spell "Finite", used to cancel the effects of spells around the caster, comes from the Latin "finire", which means "to finish". Write a magic spell by looking up the etymology of words that are involved in the spell, and explain what the spell actually does.

Intended Outcomes:	Have students discover the origins of many English words, especially on borrowed words from non-Latin origins. Let students play with words - whether they use only the "Loco" in Locomotion to imply movement, combine pieces of multiple words, or create a variation on an existing word.
Content Constraints:	Must use alliteration, at least 2 words long.
Formal Constraints:	None.
Contextual Constraints:	10 minutes

Exemplar:

Appello Aqua :

This spell summons a fist-sized orb of pure water to the tip of your wand. It works by drawing from the nearest liquid source, so you might accidentally leave someone's sports drink empty with nothing but sugar and food colouring.

Appello (Latin - to call; name; summon)
Aqua (Latin - water)

Writing Prompt #10:	Write about your hobby or interest using as much jargon from it as possible.
Intended Outcomes:	Students will understand that many words are exclusive to a certain context, and some many have different meanings depending on the context.
Content Constraints:	The first letter of every sentence strung together should spell out your hobby or interest.
Formal Constraints:	None.
Contextual Constraints:	15 minutes.

Exemplar:

Drawing has always been an interest of mine, but I've amassed countless sketchbooks over the years to the point that I worry about how many trees I may have killed

by indulging in my hobby. I browsed around Deviantart as a child and learned to envy these amazing artworks that seemed impossibly high quality, almost too smooth to be done by pencils or paints to be transferred onto the screen. Graphic tablets were a wonderful discovery I made when my father gifted me one, along with a copy of Adobe Photoshop 5 when I was 12. I then went from fill bucket-ing on MS Paint to learning how to use separate layers and opacity layers for better base filling, and finally even how to animate basic .gifs in Photoshop. The best thing about being able to draw on the computer compared to drawing on paper is that I can undo any mistake instantly with Ctrl+Z shortcut, and the transform tool is also wonderful because I can fix any disproportionate work by simply lassoing around the section that I want to deform, and then dragging my mouse around. Although all of this stuff seems great, sometimes, if I draw on the wrong layer and then try to erase my sketch only to realize my sketch and the lineart layer were on the same layer, it really sucks! Linearting is my favourite part of drawing, as I feel like it's cleaning up my art - Clean lines also matter a lot when it comes to using the fill bucket because messy lines will either cause the fill bucket to fill up the entire canvas because a vector wasn't closed, or leave pixel-sized holes in your base colours. Along the way, I've switched programs to CSP, which is really convenient for its price as it allows clipping layers, stroke options, custom brushes, stock backgrounds, 3D modellers, perspective rulers, panel masking, animation timelines, and even an auto-screentone converter! Really, CSP is one of the best, although heavier programs I've used, especially since it allows me to fill in colours either exclusively by the selected layer or by considering all layers in the file project. The way I usually go when I draw is a base thumb, then a sketch layer, either a cleaner sketch layer on top or go straight to the lineart layer, then fill bucket each colour and shade them individually rather than fill in all the bases and shade the entire piece later.