

InCITE 2019: Fan Fiction

Do you love *The Big Bang Theory*? Do you think Ant-Man and the Wasp should get married? Can't wait for *Avengers 4* or the next season of *Stranger Things*?

Do what countless writers have done before you – write your own stories about your favourite characters. Many professional writers started out by writing fan fiction and applied the lessons they learned in writing those stories to their own work. Some even found themselves writing their favourite characters professionally!

Try your hand at it.

What Can I Write?

Students may write four different types of fan fiction for the contest:

- Poetry – up to 120 lines
- Short Stories – up to 1500 words
- Essay – up to 1500 words
- Photo essay – up to 10 images, accompanied by one 400-500 word explanatory paragraph

Create your own fan fictional universe and populate it with fan fictional characters.

Some places to start...

Your **poem** could describe the joys of living in a world with your favourite character in it, the despair of living in a dystopic world, or be a lyrical description of a fictional universe setting.

Your **short story** could tell a new tale about your favourite characters or combine characters from different universes. How would Sheldon, Leonard and Penny react to meeting the Avengers?

Your **essay** could examine the impact of the characters if they existed in real life. How about an essay by a Gotham District Attorney explaining how Batman's methods actually do more harm than good and prevent criminals from being sent to jail? Batman's use of violence and intimidation is against the law and the courts probably won't convict any one he captures.

Your **photo essay** could look at the history of a character or the character's costumes or equipment, tell a story about a character, or look at anything else about a fictional universe you want to explore further.

Let your imagination run wild – but be true to the characterizations and rules of the fictional universe you’re writing in. Aim to write the characters being ‘borrowed’ as if they were being written for the story, novel or television show where they regularly appear. Sheldon Cooper does not suddenly leave Amy and run off with Penny; Superman does not start abusing his powers and spy on people; Lorelai and Rory do not abandon each other. Stories in which Holmes and Watson become lovers are ubiquitous, despite both Arthur Conan Doyle and his last surviving child, Dame Conan Doyle, repeatedly denying that there is any physical relationship between the two characters.

Entries are due: Fri Feb 22 (TO BE CONFIRMED)

Good luck!

Some Possible Rubrics

The rubrics that follow are suggestions only and entirely optional. Teachers are free to edit and revise as they see fit, especially with regard to applying numbers to categories and to applying assessment AS, FOR and OF.

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Name:

Knowledge

Did you successfully show that you have read the "fan" text(s) for meaning, including demonstrating understanding of content, making inferences and developing your understanding of character, setting and plot/conflict/tension? [Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Reading for meaning	No clear demonstration of achievement.	Little evidence of reading for meaning.	Some evidence of reading for meaning.	Considerable evidence of reading for meaning.	Extensive evidence of reading for meaning.

Thinking

Did you use research skills to generate, gather, focus, organize and visualize information related to your piece? Did you effectively use an organizer or other pre-writing strategies to express and explore ideas for writing? [Conversation, Observation and Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Developing and organizing content	No clear demonstration of achievement.	Little development and organization of content.	Some effective development and organization of content.	Significant development and organization of content.	Extensive development and organization of content.

Can you show clear evidence of improvement over a series of drafts? Is there evidence that you weighed and considered direction from your peers and teacher? Have you kept interim drafts? [Conversation, Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Reviewing content	No clear demonstration of achievement.	Little evidence that you reviewed and revised.	Some evidence that you reviewed and revised.	Significant evidence that you reviewed and revised.	Outstanding evidence that you reviewed and revised.

Communication

Did you successfully use knowledge of the writing form (poem, story, essay or photo essay) to craft your piece? [Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Form	No clear demonstration of achievement.	Little success in using and adapting the form for the task.	Some success in using and adapting the form for the task.	Considerable success in using and adapting the form for the task.	Admirable success in using and adapting the form for the task.

Did you successfully write to communicate clearly, skilfully varying sentence type, structure and length while making smooth and logical transitions between ideas or scenes? [Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Sentence craft and fluency	No clear demonstration of achievement.	Little success with sentence craft and fluency.	Moderate success in sentence craft and fluency.	Significant success in sentence craft and fluency.	Admirable success in sentence craft and fluency.

Did you successfully apply writing conventions? [Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Spelling	No clear demonstration of achievement.	Many errors in spelling and word usage.	Some errors in spelling and word usage.	Few errors in spelling and word usage.	Outstanding spelling and word usage.
Punctuation	No clear demonstration of achievement.	Had difficulty using punctuation appropriately.	Sometimes used punctuation appropriately.	Consistently used punctuation appropriately.	Always used punctuation appropriately.
Grammar	No clear demonstration of achievement.	Many run-on sentences, fragments or repetitions throughout the writing.	Some run-on sentences, fragments or repetition appear.	Run-on sentences, fragments or repetition are rare.	The writer avoids run-on sentences, fragments and repetition.

Application

Does your piece express a fitting and engaging voice given the “fan” text(s) you chose? [Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Voice	No clear demonstration of achievement.	Little sense of voice.	A developing sense of voice.	Considerable sense of voice.	Outstanding sense of voice.

Do you use appropriate descriptive and evocative words, phrases and expressions suited to the context of your writing? [Product]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Diction	No clear demonstration of achievement.	Little sense of diction.	A developing sense of diction.	Considerable sense of diction.	Outstanding sense of diction.

Do you effectively explain with concrete examples how writing fan fiction helped you to develop your writing (process and product) before, during or after writing? [Conversation/Observation]

	INC	1- 1 1+	2- 2 2+	3 3 3+	4- 4 4+
Metacognition	No clear demonstration of achievement.	Little sense of thinking about writing.	A developing sense of thinking about writing.	Considerable sense of thinking about writing.	Outstanding sense of thinking about writing.

Comments

Planning Conversation (Teacher)

NAME:

Knowledge

Did you successfully demonstrate knowledge of the fan fiction text(s) you drew upon?

INC	1	2	3	4
	Little research.	Some research.	Noteworthy research.	Outstanding research.

Thinking

Did you successfully demonstrate creative and critical insight in terms analyzing, summarizing, comparing, contrasting, creating suspense, intrigue and emotional impact?

INC	1	2	3	4
	Inadequate insight.	Satisfactory insight.	Strong insight.	Tremendous insight.

Communication

Did you speak fluently about your writing process and demonstrate engagement in your writing?

INC	1	2	3	4
	Little fluency	Some fluency	Considerable fluency	Tremendous fluency

Application

Did you produce effective documentation of your research and writing process?

INC	1	2	3	4
	Little application of knowledge and skills.	Some application of knowledge and skills.	Considerable application of knowledge and skills.	Extensive application of knowledge and skills.

Comments

Class Conversation (Teacher Observation)

NAME:

TOPIC/ISSUE:

Come prepared with your writing drafts and planning materials and be prepared to discuss your writing challenges and successes.

<i>During the class conversation, you</i>	Basically	Moderately	Significantly	Tremendously
Spoke with clarity and coherence.				
Used evidence to support ideas; drew on material that you had at hand.				
Showed detailed comprehension of your writing process.				
Spoke engagingly about your challenges and successes.				

Number of times student spoke:

Class Conversation (Student Self Assessment)

NAME:

TOPIC/ISSUE:

<i>During the class conversation, I feel that I...</i>	Basically	Moderately	Significantly	Tremendously
Spoke with clarity and coherence.				
Used evidence to support ideas; drew on material that I had at hand.				
Showed detailed comprehension of my writing process.				
Spoke engagingly about my challenges and successes.				