**Romance Assignment**

With a partner, you have created characters, barriers to intimacy, and chosen genres for a romance. Your assignment for this unit will to be to write three scenes, developing your romance and revealing the key scenes that would allow it to progress. In this unit, we will also be discussing point of view and so those lessons will be incorporated into this assignment as well.

**You will complete this assignment in groups of three. Though each person will be responsible for writing one scene, you should work together to make a complete, cohesive story.**

* Scene 1: The meet scene (2 pages)
  + This scene should include the two primary elements of a meet scene: attraction and conflict
* Scene 2: the bonding scene (2 pages)
  + This scene must show the relationship growing and the characters bonding in some way
* Scene 3: The lowest point and/or resolution (2 pages)
  + This scene must show both the hardest part for the characters and the resolution (how do they get over it). Since you have such a short page requirement, you can hint at either one of these things. For example, if you write the lowest point, then you should end your scene with a moment of hope for the conclusion. Or, if you write the resolution, you should hint at what the lowest point was.
* Each of the scenes need to be written from a different perspective.
  + The three perspectives you must have are: first person, tight third person, and omniscient third person (this perspective could utilize “head hopping” or it could be written from the perspective of a true outside narrator)

Rubric:

\_\_\_\_/15 Three complete scenes, of the appropriate length.

\_\_\_\_/30 Perspective in each scene is clear and appropriate

\_\_\_\_/10 The meet scene has the two primary elements

\_\_\_\_/10 The bonding scene adequately shows the connection between the two people, and the conflict

\_\_\_\_/10 The resolution shows both the lowest moment and the “optimistic ending”

\_\_\_\_/10 The writing overall is free of grammatical mistakes

\_\_\_\_/15 The authors all work to show instead of tell, taking into consideration the difficulties discussed in class

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