



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ENG 1003 Creative Writing Workshop

Date: November 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

An introduction to the techniques and strategies of creative writing, including primarily fiction and poetry, and not excluding creative non-fiction, drama, film scripts, graphic novels, and hypertexts. The course will make use of models from established contemporary writers and allow students to practice the techniques of these writers.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. Outcome 1: Apply some strategies of storytelling in the writing of at least one short story (or works of creative non-fiction, drama, film scripts, graphic novels, and hypertexts) and the analysis of published fiction.
 - a. Competency 1.1: Demonstrate, through the writing of an original work, an understanding of some of the following elements of storytelling: plot, characterization, setting, point of view, symbolism, and style.
 - b. Competency 1.2: Identify the narration techniques and elements of storytelling used in published works of fiction and stories written by other classmates.
2. Outcome 2: Apply some strategies of contemporary poetry in the writing of several poems and the analysis of published poetry.
 - a. Competency 2.1: Demonstrate, through the writing of several poems, an understanding of some of the aesthetic aspects of contemporary poetry, such as manipulation of stanzas and line lengths, alliteration, symbolism, setting, tone, and imagery.
 - b. Competency 2.2: Identify the aesthetic aspects of poetry in published poems and poems written by other classmates.
3. Outcome 3: Understand the dynamics of peer editing and group workshops.
 - a. Competency 3.1: Participate in both the "giving" and receiving" aspects of group workshops in class, commenting on the works of other classmates and listening to the comments of others about one's own work.
 - b. Competency 3.2: Participate in peer editing by writing comments about the works of other classmates.
4. Outcome 4: Learn how to prepare and submit a piece of work for publication.

- a. Competency 4.1: Display an ability to format a work of fiction (or creative nonfiction) for submission to an agent, editor, or publisher.
- b. Competency 4.2: Demonstrate an understanding of where and how to find opportunities for publication.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
Goal 2: To communicate successfully, both orally and in writing, to a variety of audiences.	<p>Outcome 1: Apply some strategies of storytelling in the writing of at least one short story (or works of creative non-fiction, drama, film scripts, graphic novels, and hypertexts) and the analysis of published fiction.</p> <p>Outcome 2: Apply some strategies of contemporary poetry in the writing of several poems and the analysis of published poetry.</p> <p>Outcome 4: Learn how to prepare and submit a piece of work for publication.</p>
Second Goal	
Goal 5: To develop interpersonal capacity.	<p>Outcome 3: Understand the dynamics of peer editing and group workshops.</p> <p>Outcome 4: Learn how to prepare and submit a piece of work for publication.</p>

COURSE TOPICS AND CONTENT REQUIREMENTS:

The course will focus primarily on fiction and poetry, but it will also allow students to explore creative non-fiction, film scripts, graphic novels, and hypertexts. The course should include content such as but not limited to the following:

1. Readings, exercises and discussions which help students develop an awareness of different approaches to writing (including their own).
2. Explanation and use of the workshop method.
Readings, discussions and assignments which help students develop an understanding of the revision process, including the revision of some of their own works.

FICTION:

1. Readings, discussion, and assignments which help students understand the elements of fiction.
Assignments which help the students consciously use and develop the elements of fiction in their own writing. Elements such as but not limited to the following should be addressed:
 - a. Plot (confliction, crisis, resolution, etc.
 - b. The development of characters
 - c. The use of detail / the difference between showing and telling
 - d. Setting
 - e. Point of view
2. Readings, discussions, and assignments which help the students analyze the elements of fiction in published stories by various authors.

POETRY:

1. Readings, discussions, and assignments which help students understand the elements of poetry.
2. Assignments which help the students consciously use and develop the elements of poetry in their own writing. Elements such as but no limited to the following should be addressed.
 - a. Diction: The use of language and effect of words/word choice
 - b. Tone
 - c. Figures of speech (such as similes, metaphors, etc.)
 - d. Traditional forms and free verse
 - e. Rhyme and meter
3. Readings, discussions, and assignments which help the students understand the elements of poetry.

INSTRUCTIONAL METHODS:

- Lectures and discussions
- Group work and workshops
- In-class and out-of-class writing assignments
- Assigned readings
- Student conferences (at the instructor's discretion)
- Guest presenters (optional)
- Audio/visual presentations

INSTRUCTIONAL MATERIALS:

Textbooks used in Creative Writing are at the instructor's discretion. Instructors may use appropriate texts covering the course material which offer both instruction on how to write fiction and poetry as well as providing examples of published fiction and poetry for discussion. A text such as the following, but not limited to the following, is appropriate for the course:

Addonizio, Kim and Dorianne Laux. *The Poet's Companion: A Guide to the Pleasure of Writing Poetry*. W. W. Norton and Company, 1997.

Burroway, Janet. *Writing Fiction: A Guide to the Narrative Craft*, eight edition. New York: Longman, 2003.

The New York Writers Workshop. *The Portable MFA in Creative Writing*, edited by Michelle Ehrhard. Writer's Digest Book, 2016.

Stern, Jerome. *Making Shapely Fiction*. W. W. Norton and Company, 2000.

OTHER OPTIONAL MATERIALS:

Black/Whiteboard

Slide projectors and slides

Videos (streaming or otherwise)

Overhead projector and transparencies

Photocopies of instructional materials

Computers/SMART classrooms

Internet resources

Presentations Programs (i.e. PowerPoints)

CD ROM and other software

Electronic databases

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCE:

Bailey, Tom, editor. *On Writing Short Stories*. Oxford University Press, 2000.

Bart, Sandra. *The Writer's Workshop in a Box: The Ultimate Tool to Begin Your Writing Life*. Penguin Group, 2004.

Bell, James Scott. *Plot & Structure*. Writer's Digest Books, 2004.

Brewer, Robert. *Writer's Market*, Deluxe Edition 2007. Writer's Digest Books, 2006.

Breen, Nancy. *Poet's Market* 2007. Writer's Digest Books, 2006.

Burke, Carol and Molly Best Tinsley. *The Creative Process*. Bedford/St. Martin's, 1993.

Chabon, Michael and Katrina Kenison. *The Best American Short Stories*. Boston: Houghton Mifflin Company, 2005.

Diogenes, Marvin and Clyde Moneyhun. *Crafting Fiction: In Theory, in Practice*. Mayfield Publishing Company, 2001.

- Drake, Barbara. *Writing Poetry*, second edition. Thomson/Heinle, 1994.
- Edelstein, Linda N. *The Writer's Guide to Character Traits*. Writer's Digest Books, 2004.
- Elizabeth, Mary. *Painless Poetry*. Barron's, 2001.
- Fletcher, Ralph J. *Poetry Matters: Writing a Poem from the Inside Out*. HarperCollins Publishers, 2002.
- Gilchrist, Ellen. *The Writing Life*. University Press of Mississippi, 2005.
- Hemley, Robin. *Turning Life Into Fiction*. Graywolf Press, 2006.
- Hood, Ann. *Creating Character Emotions*. Story Press, 1998.
- Lucke, Margaret. *Schaum's Quick Guide to Writing Great Short Stories*. McGraw-Hill, 1998.
- Kempton, Gloria. *Dialogue*. Cincinnati: Writer's Digest Books, 2004.
- Knoll, Jeff and Tim Schell. *Mooring Against the Tide: Writing Poetry and Fiction*, second edition. Pearson, 2006.
- Kress, Nancy. *Characters Emotion & Viewpoint*. Writer's Digest Books, 2005.
- Mock, Jeff. *You Can Write Poetry*. Writer's Digest Books, 1998.
- Parini, Jay. *An Invitation to Poetry*. Prentice-Hall, Inc. 1998.
- Poulin, A. and Michael Waters. *Contemporary American Poetry*, eighth edition. Houghton Mifflin Company, 2005.
- Rozelle, Ron. *Description & Setting*. Writer's Digest Books, 2005.
- Sawyer, Thomas B. *Fiction Writing Demystified*. Ashleywilde, Inc., 2002.
- Sedgwick, Fred. *How to Write Poetry and Get It Published*. Continuum, 2002.
- Starkey, David. *Poetry Writing: Theme and Variations*. NTC Publishing Group, 2000.
- Steele, Alexander. *Gotham Writer's Workshop: Writing Fiction*. Bloomsbury, 2003.

Course Competency/Assessment Methods Matrix

ENG 1003 Creative Writing Workshop		Assessment Options																																
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment		
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Outcome I																																		
Competency 1. a		X	X			X	X	X	X	X	X		X		X	X	X	X	X													X		X
Competency 1. b		X	X			X	X	X	X	X	X		X		X	X	X	X	X												X			X
Outcome II																																		
Competency 2. a		X	X			X	X	X	X	X	X		X		X	X	X	X	X												X			X
Competency 2. b		X	X			X	X	X	X	X	X		X		X	X	X	X	X												X			X
Outcome III																																		
Competency 3. a				X		X				X	X					X	X	X		X											X			X
Competency 3. b				X		X				X						X	X			X											X			X
Outcome IV																																		
Competency 4. a										X	X					X	X			X														X
Competency 4. b										X	X					X	X			X														X