

COURSE OUTLINE

**English 103
Creative Writing Workshop**

I. Catalog Statement

English 103 consists of an introduction to the theory and practice of creative verbal expression in the major imaginative literary forms: (1) non-fiction and fiction prose, (2) poetry, and (3) drama. Emphasis is placed on step-by-step instruction in creating the finished piece of writing, with much group discussion of student writing.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48

Prerequisite: Eligibility for English 101.

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 6; Listening/Speaking 5; Math 1

Prior to enrolling in this course, the student should be able to:

1. organize and write thesis-based essays;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. critically analyze selected prose works dealing with important contemporary issues;
4. summarize, analyze, and synthesize information; express and apply standards for judgment; compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
5. gather and organize information through library research;
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. recognize and appreciate the elements of effective imaginative writing through examples studied in the class;

2. develop and apply effective concepts for creative pieces in the various creative forms;
3. synthesize critical commentary from the instructor and classmates in the process of revision;
4. maintain a journal comprised of regular entries drawing from life experiences;
5. conceive and execute several fully developed, entirely original imaginative pieces;
6. evaluate the work of classmates and participate in the process of mutual criticism.

IV. Course Content

Total Faculty Contact Hours = 48 hours

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| A. Writing the journal | 3 hours |
| 1. Early examples of the genre | |
| 2. Some Twentieth Century journals | |
| 3. Getting started: types of journal entries | |
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| B. The Creative Essay | 12 hours |
| 1. The Nineteenth-Century Familiar Essayists | |
| 2. Modern journalistic essayists: the article and the column | |
| 3. Writing the profile essay | |
| 4. Using research and historical knowledge | |
| 5. Drawing upon the environment | |
| 6. The article and its audience | |
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| C. The Short Story | 13 hours |
| 1. Some examples of effective fiction | |
| 2. Plot development | |
| 3. Creating character | |
| 4. The functions of setting | |
| 5. Point of view: who tells the story? | |
| 6. Writing the short sketch: the “shock story” | |
| 7. The nature of popular fiction | |
| 8. Writing the full-length short story | |
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| D. Poetry | 10 hours |
| 1. The concept of genre | |
| 2. Poetic language: the art of compression | |
| 3. Practice in some short poetic forms | |
| 4. Objectifying personal experience in the poem | |
| 5. Some modern poets: a study of styles | |
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| E. Drama | 10 hours |
| 1. The concept and origins of drama | |
| 2. Study of some short (one-act) plays | |
| 3. The art of writing effective dialogue | |
| 4. Creating character in drama | |
| 5. Plotting the play | |
| 6. Writing in collaboration | |

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. classroom lecture and discussion;
2. collaborative learning;
3. workshop discussions of student work;
4. recordings of writers reading their works.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. a daily journal;
2. writing exercises: elements of writing in each genre;
3. assigned readings in each genre;
4. at least one major piece of writing in each genre;
5. a final project requiring collaborative effort;
6. required poetry or fiction reading (outside of class).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. a short story or novel chapter of at least 1500 words;
2. a free verse poem of at least twenty lines;
3. a structured poem (such as a sonnet or villanelle) of at least 14 lines;
4. a short play, or one act of a play, of at least eight double spaced typed pages;
5. writing exercises in each genre.

VIII. Textbooks

Burroway, *Imaginative Writing*. New York: Longman, 2010.
14th Grade Textbook Reading Level. ISBN: # 978-0205750351.

Minot, *Three Genres: The Writing of Literary Prose, Poems and Plays* (9th Edition).
Upper Saddle River, New Jersey: Pearson, 2010.
14th Grade Textbook Reading Level. ISBN: # 978-0205012756.

IX. Student Learning Outcomes

Upon successful completion, the student will be able to:

1. write a short story or novel chapter of at least 1500 words which demonstrates knowledge of narrative conventions of voice, smooth integration of exposition, setting, descriptive detail, dialogue, dramatic action, pace, character development, and plot;
2. write a free verse poem of at least twenty lines that exhibits knowledge of rhythm, typography, sound devices, punctuation, purposeful line breaks, figurative language, imagery, stanzaic structure, compression, and thematic statement;

3. write a structured poem (such as a sonnet or villanelle) that exhibits knowledge of how elements of form such as rhyme, rhythm, and meter contribute to emotional impact and theme.