**COURSE SYLLABUS**

**ENGLISH 2133/2143: CREATIVE WRITING**

**COURSE DESCRIPTION:** ENG 2133 CREATIVE WRITING I AND ENG 2143 CREATIVE WRITING II – each involve reading and writing poetry, short fiction, and/or other genres.

**STUDENT LEARNING OUTCOMES:**

A. Assess and create short fiction

B. Assess and create poetry

C. Assess and create other genres

**Textbook**: Textbooks are selected by campus.

**UNIT OBJECTIVES:** The following units will be covered: the writing of fiction, poetry, creative nonfiction, and drama/screenwriting.

**UNITS OF STUDY:**

* Fiction Writing
* Poetry
* Nonfiction
* Drama/screenwriting

**PLAN OF EVALUATION:** Following each unit of study, the student will be evaluated by at least one major assessment tool. Assessment tools will be designed to assess the students’ proficiency in the assigned unit of study; these may include tests, unit projects, collaborative assignments, homework, oral presentations, participation in class activities, workshop discussions, or completed work.

**DISTRICT ENGLISH DEPARTMENT GRADING SCALE:** Students in English courses will be graded according to the District English Department Grading Scale:

A 92 - 100

B 82 - 91

C 72 - 81

D 65 - 71

F below 65

**OUTLINE OF COURSE:**

This class is a writing workshop. Student writing will be critiqued by the class and by the instructor. Students are responsible for providing copies of the work to the class at least two class meetings prior to the day on which the work is to be discussed. This will allow time for everyone to read and respond to the work prior to class discussion. Writing may be shared with the class either electronically or in hard copy, but the instructor may require both at times. Be sure to pay attention to the instructions for each assignment to find out how to submit your work.

As stated previously, part of your grade (up to 25%) will be based on your editing/suggestions on your classmates' work. You are strongly urged to provide criticism that is both constructive and positive. Don’t ignore flaws, and don’t be too sensitive about pointing ways that the writing can be improved. Also, don’t be sensitive about receiving constructive criticism. We are more interested in becoming better writers than we are in building up egos. At the same time, however, insults directed toward classmates will not be tolerated. Be polite and respectful at all times, but do this while being constructively truthful about the writing.

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**Unit I**

**Fiction Writing**

**Unit Objective**: At the end of this unit, you will have studied the elements of fiction, as well as read representative selections from the text and other sources.

**Plan of Evaluation**: Students will be evaluated by at least one of the assessment tools listed.

**Learning Objectives:**

Students will:

* identify and define the following terms: plot, character, point of view, setting, tone, voice, and theme.
* read and analyze selected fiction to determine how the terms mentioned in the first objective are utilized.
* respond to various writing prompts to indicate your ability to use the terms mentioned in the first objective in a piece of fiction.
* (may)present to the class at least one fiction piece to be discussed in a workshop format.
* critique and respond to peers’ work in a workshop format, indicating your familiarity with the terms associated with fiction.

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**Unit II**

**Poetry**

**Unit Objective:** Students will study the elements of poetry, including reading representative works from the textbook and other selections.

**Plan of Evaluation:** Students will be evaluated by at least one major assessment tool.

**Learning Objectives:**

Students will:

* identify and define the terms relating to the meter, rhythm, and rhyme of poetic forms
* scan selected poetic pieces to determine the meter, rhythm, and rhyme
* discuss theme and form of selected poetic pieces
* respond to writing prompts to indicate your ability to understand the terms indicated in the first objective
* compose a Shakespearean sonnet or the equivalent\*
* present at least one piece of poetry to the class in a workshop format
* critique and respond to your peers’ work in a workshop format, indicating your familiarity with the elements of poetry

**\**Supports the development of the institutional Competency for Written Communication.***

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**Unit III**

**Nonfiction**

**Unit Objective**: Students will read and study the elements of nonfiction prose, including personal essays, informal essays, and creative nonfiction.

**Plan of Evaluation**: Students will be evaluated by at least one major assessment tool.

**Learning Objectives**:

Students will:

* identify and define the terms related to nonfiction works, emphasizing the differences in fiction and nonfiction
* read and discuss representative selections of nonfiction, studying the techniques used by the various authors
* respond to writing prompts to indicate your ability to understand the terms learned in the first objective
* (may) present at least one piece of nonfiction in a workshop format
* respond to your peers’ work in a workshop format, indicating your familiarity with the terms learned in the first objective

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**Unit IV**

**Drama/Screenwriting**

**Unit Objective**: Students will read and studied the elements of drama/screenwriting.

**Plan of Evaluation**: Students will be evaluated by at least one major assessment tool.

**Learning Objectives:**

Students will:

* identify and define the terms relating to drama
* identify and define the terms relating to screenwriting, indicating the differences with drama
* read representative works to study the techniques of the authors
* students will respond to writing prompts to create a one-act play in collaboration or alone
* have the option of presenting a work to the class in workshop format
* critique and respond to peers’ work in a workshop format