



ENGL 213 - Creative Writing

Catalog Entry

Discipline English

Course Number 213

Course Title Creative Writing

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 200

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 Completion with a grade of "C" or better in or ENGL 101H

Catalog Description

Introduction to writing techniques focusing on the four literary genres. Workshop format, emphasis on writing and critiquing.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1507.00 - Creative Writing

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/13/2023

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Use the writing process to produce original literary works in different genres;
2. Read critically and analyze professional literary works from different genres;
Demonstrate command of diction, sentence structure, and mechanics as appropriate for their
3. unique purpose, audience, and narrative voice;
Formulate a respectful critique of another student's original creation using standards of
4. literary quality and adherence to the conventions of the genre.

Course Objectives

At the conclusion of this course, the student should be able to:

1. Demonstrate use of literary techniques in the production of original works in different genres;
2. Read professional and student texts actively and critically;
3. Use the writers' workshop and/or peer and instructor feedback to evaluate their own manuscripts as well as the manuscripts of others;
4. Participate in a community of writers.

Course Content

Course Lecture Content

1. Critical Reading - The student will read student-generated literary works and various published literary works of professional writers from a variety of the four literary genres, preparing both written and oral critiques based upon the literary devices required for the assignments.
2. Purpose, Audience, Strategies - The student will understand various literary purposes, will recognize the interests of various audiences, and will use both traditional and experimental strategies to develop a text for a specific purpose and to appeal to a universal audience.
3. The Writing Process - The student will build upon the knowledge gained in English 101 or English 101H and continue to generate creative ideas for a draft through prewriting techniques. In preparing completed drafts for critique, the student will plan and organize those ideas for ideal dramatic effect, write a first draft, revise it for content, form and appropriateness of expression, and edit it for correctness.
4. Finding and Limiting Topics and Methods of Framing in the Four Literary Genres - The student will find and limit topics and develop methods of writing in the four literary genres. The student will create original works in the four literary genres with themes that may include the following topics or forms:
 1. narrative
 2. descriptive
 3. photograph
 4. controlling metaphor

5. love or sensuality
6. political
7. found
8. sequence
9. dream metaphor

5. Basic Structure of the Four Literary Genres - The student will build upon the knowledge gained in English 101 or English 101H while integrating newly developed skills of dramatic and poetic analysis to produce effective works in the four literary genres.
6. Sentence Structure, Diction, and Mechanics - The student will develop style, sentence variety, and correctness by observing, analyzing, and imitating written models and by applying (and when appropriate breaking) customary rules of grammar, punctuation, and spelling.
7. Resources and Research - The student will use the library and other sources such as the Internet to gather information for their literary works. The student will research and gather information on conferences, publications, writing groups, literary readings, and publishers.
8. Elements of the Four Literary Genres - The student will be able to name, define, identify, and apply the selected literary terminology to the critical content and analysis of the four literary genres.

Course Materials

Textbook

Sellers, Heather *The Practice of Creative Writing: A Guide for Students* 4th Bedford St. Martins
9781319215958 2021

Starkey, David *Creative Writing, Four Genres in Brief* 4th Bedford/St Martin's 9781319215965 2022

Other Required Materials

May choose additional single-genre texts as supplements with department chair approval.

- **Class Discussions**

Description

- Both class and small group discussion.

- **Directed Learning Activities**

Description

- DOTAs at Learning Center, Learning Center or English Department workshops and the Library Research workshops may be suggested to students for specific remediation needs, for deeper understanding of concepts, or for related literary career and study information.

- **Group Study & Exercises**

Description

- Students may participate in group activities such as peer reviews, group writing activities, in-class analysis group work, etc.

- **Guest Speakers**

Description

- If available, published writers, such as poets, may visit for private readings or lectures.

- **Handouts**

Description

- Handouts on key concepts, such as literary genres, literary genres, themes, purpose, and meaning.

- **Instructor Demonstrations**

Description

- Instructor may present a dramatic reading of a poem or participate in dramatizing a scene from a play.

- **Lecture**

Description

- Instructor may use whiteboard/PowerPoint/Prezi (or similar) to lecture on different types of literary elements, including but not limited to literary genres, themes, purpose, and meaning.

- Instructor may use live annotations of student work to illustrate the application of concepts.

- **Media Presentations**

Description

- Poets performing.
- Illustrated recordings of readings.

- **Oral Presentations**

Description

- Student presentations.

- **Reading Assignments**

Description

- Readings representing the four literary genres that identify the literary devices present in the work.
- Readings highlight how elements work together to convey meaning/theme/purpose.

- Visual Aids

Description

- charts
- diagrams
- infographics

- Writing Projects & Reports

Description

- Write fiction that employs different methods of dramatization, including character, plot, point of view, setting, theme, irony, and symbolism.
- Write dramatic scenes, small plays, poetry of various types, both open and closed form.
- Respond to and critique professional and student literary works.

What learning activities or assignments are required outside of class?

Reading Assignments

- Out-of-class assignments will involve reading works by both professional and student writers in the four literary genres.
- Students should commit to two hours of reading and writing out of class for every hour in class.
- Students should read a number of works representing the four literary genres, identify the literary devices present in the works, and understand how the elements work together to convey meaning/theme/purpose.
- Students should read student literary works and various published literary works each week, preparing both written and oral critiques based upon the literary devices required for the assignments.

- Students should research and gather information on conferences, publications, writing groups, literary readings, and publishers.

Writing Assignments

- Respond to and critique professional and student literary works.
- Write fiction that employs different methods of dramatization, including character, plot, point of view, setting, theme, irony, and symbolism.
- Write dramatic scenes, small plays, poetry of various types, both open and closed form.
 - The student may create original works in the four literary genres with themes that include the following topics or forms:
 - a. narrative
 - b. descriptive
 - c. photograph
 - d. controlling metaphor
 - e. love or sensual
 - f. political
 - g. found
 - h. sequence
 - i. dream metaphor
- Work on writing skills learned in English 101 or English 101H through peer editing and/or revising, paying particular attention to situation, conflict, struggle, outcome, and meaning.

Other Assignments

Total: 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Original literary works written out of class
2. Written critiques of student work
3. Oral critiques of student work
4. In-class writing exercises

The analysis and interpretation of literature require a variety of critical thinking skills. Students must do the following:

1. Identify and respond to the writer's central purpose.
2. Determine the artistic assumptions implicit in the content and structure of the literary work; for example, if one reads a sonnet, one expects a poem of fourteen lines of iambic pentameter on unrequited love per convention, so divergences from those conventions should be intended and purposeful.
3. Apply criteria of artistic excellence.
4. Discover the importance and utility of their own experience in the world as a tool for criticizing the literary work.
5. Distinguish between their own responses to a work and the work itself.
6. Identify levels and shades of meaning in figurative language and in literary symbols.

7. Predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions in short stories, novels, narrative poems, and/or plays.
8. Recognize the close relationship or identity of form and content in literature.

Instructor assessment tools may include:

1. Original literary works
2. Writing portfolio
3. Peer evaluation
4. Self-assessment
5. Responses to reading through journals
6. Oral presentations evaluated by self, peers, and instructor
7. Workshop participation assessed by self, peers, and instructor

The instructor will indicate the weighting of the graded assignments using his or her individual course overview.

Grading Scale

Scale:

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F less than 60%

For Pass/No Pass:

- P = 70% and above
- NP = Below 70%

CB11: Course Classification Status Y - Credit Course