# **COURSE OUTLINE**

**ENGLISH 103**

**Creative Writing Workshop**

1. **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.

#### Units – 3.0

Lecture Hours – 3.0

Prerequisite: Eligibility for English 101, or equivalent

Note: This course may be taken 3 times; a maximum of 9 units may be earned.

1. **Course Entry Expectations**

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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

demonstrate a command of grammar, diction, syntax, and mechanics

sufficient for college level work as specified by the English 120 rubric.

1. **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.
7. **Course Content**

A. Writing the journal 3 hours

1. Early examples of the genre
2. Some Twentieth Century journals
3. Getting started: types of journal entries

B. The Creative Essay 14 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

C. The Short Story 14 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

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

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
7. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. Classroom lecture and discussion
2. Collaborative learning
3. Required poetry reading (outside of class)
4. Audio recordings of writer’s work
5. **Assignments and Methods of Evaluation**
6. A daily journal
7. At least one major piece of writing in each genre
8. A final project requiring collaborative effort

**VII**. **Textbook**

Burroway, Imaginative Writing, 0321081919, Longman, 2006

Minot, Three Genres, 0130420999, Pearson, 2006

1. **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, smoothly integrated 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.