ENG104 CREATIVE WRITING

I. CATALOGUE DESCRIPTION

Prerequisite: ENG101/ENG101H
3 semester hours credit

Creative Writing deals with creating poems and short stories. The student will be given the opportunity to study appropriate, effective writing techniques. (F,S)

II. GENERAL COURSE OBJECTIVES (Poetry and Short Story)

Upon completion of this course, students should:

A. become more astute writers of poems and short stories by practicing the art and craft through topics of their own choice and assigned topics;

B. develop a sense of their literary voices through thoughtful analysis of their own work by themselves and fellow classmates in classroom workshops;

C. better analyze, understand, and appreciate the work of published poets and short story writers;

D. learn literary terminology to better analyze one's own and other students' writing;

E. compile a collection of a student's own poems, arranged as if the collection were a chapbook;

F. write a short story which demonstrates adequate character development and other relevant literary elements.

III. COURSE OUTLINE (Poetry)

A. Defining the role and nature of a writing workshop

B. How to read poetry

C. Defining the elements of poetry

1. Diction
2. Images
3. Speaker, Tone, and Irony
4. Figurative Language
5. Sounds
6. Rhythm and Meter
7. Form
D. Themes (where to find ideas)

E. Revision

COURSE OUTLINE (Short Story)

A. How to read short stories

B. Defining the Elements of Short Stories

1. Story form and structure
2. Showing and telling
3. Characterization
4. Setting
5. Point of view

C. Themes (where to find ideas)

D. Revision

IV. UNIT OBJECTIVES (Poetry)

A. Unit I: Defining the role and nature of a writing workshop

1. Discuss the protocol for a writing workshop.
2. Discuss the advantages as well as dangers of workshops.

B. Unit II: How to read poetry

1. Discuss the basic techniques for approaching a poem.
2. Discuss the New Critical theory.
3. Write an imaginary class discussion of a poem.

C. Unit III: Defining the elements of poetry

1. Diction
   b. Perform a "Ruin-the-poem" exercise.
2. Images
   a. Write a poem consisting mostly of images.
   b. Film a poem.
3. Speaker, tone, and irony
   a. Write a persona poem.
   b. Make a list of adjectives to identify the tone in "Woodchucks."
   c. Make a list of ironies you encounter throughout the day.
4. **Figurative language**
   a. Make a list of figurative language you hear throughout the day.
   b. Choose a subject and write three or more different figures for it.

5. **Sounds**
   a. Write a poem that simply sounds beautiful but does not necessarily make any sense.
   b. Write your own "Jabberwocky" poem which evokes a response based on sounds rather than meaning.

6. **Rhythm and meter**
   a. Write a poem using one of the feet and line lengths discussed in the chapter "Rhythm and Meter."
   b. Write a poem using the Anglo-Saxon (Old English) line.

7. **Form**
   a. Write a sonnet.
   b. Write a haiku.

D. **Unit IV: Themes**

1. Keep an idea gathering journal of scenes, situations, people, overheard conversations, insights, emotions, bumper stickers, and so on that might be developed into poems or stories.
2. Identify themes in three poems from the book.

E. **Unit V: Revision**

1. Change the point-of-view in one of your poems and explain how the poem changes.
2. Revise one of your free-verse poems into a traditional form.

UNIT OBJECTIVES (Short Story)

A. **Unit I: How to read short stories**

1. Read and discuss handout on "Reading and Responding to Short fiction."
2. Compare the elements of short fiction with the elements of motion pictures, television dramas, and situation comedies.

B. **Unit II: Defining the elements of short fiction**

1. Story form and structure
   a. Graph the plot in a story.
   b. Write a scene in which a character changes from angry to ashamed or determined to uncertain.
2. Showing and telling
   a. Write a passage using significant details and active verbs about a character who conveys one of the following: brains are fried; absolute boss.
   b. Write about a boring situation. Convince us that the situation is boring and that your characters are bored or boring or both.

3. Characterization
   a. Write a character sketch of a character in your story or one from a television program you watch.
   b. Write a dialogue in which two speakers of different social/philosophical backgrounds try to express their impressions of a natural phenomenon.

4. Setting
   a. Describe the room of one of these characters, without stating directly anything about the character: a kid about to flunk out of school; a cocktail waitress down on her luck; a middle-aged executive ready to make a major career switch.

5. Point of view
   a. Write a short scene from three different viewpoints.
   b. Write a monologue from the point of view of a mother--your own or imaginary--laying down the rules for her child.

6. Comparison
   a. Write a passage using at least three cliche metaphors, finding a way to make each fresh and original.
   b. List all the cliches you can think of to describe a pair of blue eyes. Then find fresh metaphors to describe them.

C. Themes
   1. Illustrate an aphorism with a short story.
   2. Keep an idea gathering journal of scenes, situations, people, overheard conversations, insights, emotions, bumper stickers, and so on that might be developed into poems or stories.
   3. Identify themes in three stories from the book.

D. Revision
   1. Compare two Ray Carver drafts.
   2. Choose a story from the book that you were not thrilled with. Acting as the editor, explain to the writer what needs revision and why.
V. METHODS OF INSTRUCTION

A. Instructor lecture
B. Group discussion
C. Writer workshops
D. In-class writing assignments
E. Language of Life video series

VI. REQUIRED TEXTBOOKS WITH PUBLICATION INFORMATION


VII. REQUIRED MATERIALS (Student)

A. 2-pocket folder
B. Loose-leaf notebook paper
C. Pens/Pencils
D. Photocopies of workshop manuscripts

VIII. SUPPLEMENTAL REFERENCES

A. Writing Center
B. Language of Life video series

IX. METHODS OF EVALUATION

A. Weekly writing exercises
B. Idea journal
C. Literary terms quizzes
D. Workshop and class discussion participation
E. Final portfolio

X. GRADING SCALE

A. A = 90-100%
B. B = 80-89%
C. C = 70-79%
D. D = 60-69%
E. F = 0-59%