JEFFERSON COLLEGE
COURSE SYLLABUS

ENG104
CREATIVE WRITING
3 Credit Hours

Prepared by:
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by
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Arts & Science Education
Dr. Mindy Selsor, Dean
ENG104 Creative Writing

I. CATALOGUE DESCRIPTION

A. Prerequisite: ENG101/ENG101H

B. 3 semester hours credit

C. 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. EXPECTED LEARNING OUTCOMES/ASSESSMENT MEASURES

| Students will write poems which use original imagery and diction and interesting themes. | Exercises Workshops |
| Students will develop a sense of their literary voices. | Exercises Workshops |
| Students will analyze, understand, and appreciate the work of published poets and short story writers. | Reading journal Group discussion |
| Students will learn literary terminology to better analyze one's own and other students' writing. | Quizzes Crossword puzzles |
| Students will arrange a collection of a student's own poems, arranged as if the collection were a chapbook. | Portfolio |
| Students will write a short story which demonstrates adequate character development and other relevant literary elements. | Write short story or several scenes |

III. OUTLINE OF TOPICS

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.

Fiction

F. 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.
G. 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
   - 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 cliché metaphors, finding a way to make each fresh and original.
   b. List all the clichés you can think of to describe a pair of blue eyes. Then find fresh metaphors to describe them.

H. 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.

I. 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.
IV. METHODS OF INSTRUCTION

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

V. REQUIRED TEXTBOOKS (with publication information)


VI. REQUIRED MATERIALS

2-pocket folder
Loose-leaf notebook paper
Pens/Pencils
Photocopies of workshop manuscripts

VII. SUPPLEMENTAL REFERENCES

Writing Center
*Language of Life* video series

VIII. METHODS OF EVALUATION

A. Weekly writing exercises
B. Idea journal
C. Literary terms quizzes
D. Workshop and class discussion participation
E. Final portfolio
F. Grading Scale
   A = 90-100%
   B = 80-89%
   C = 70-79%
   D = 60-69%
   F = 0-59%

IX. ADA STATEMENT

   Any statement requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000, ext. 169).

X. ACADEMIC HONESTY STATEMENT

   All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website).