

COURSE TITLE AND NUMBER: ENG 210 CREATIVE WRITING I

North Central Michigan College

NCMC MASTER COURSE SYLLABUS
LAST DATE REVISED: 2002

DIVISION/AREA: Liberal Arts

DEPARTMENT: Comm/Hum

DIVISION DIRECTOR: Mark Gaylord, Ph.D.

ORIGINATOR: James McCullough

DEAN OF INSTRUCTION Tim Dykstra, Ph.D.

TOTAL HOURS OF INSTRUCTION:

Lecture: 3

Lab: 0

Total Contact Hours: 52.8

COURSE NUMBER: ENG 210

CREDIT HOURS: 3

COURSE TITLE: Creative Writing I

TRANSFERABLE: YES: NO: TO

PREREQUISITE(S)/COREQUISITE(S)/ADVISORY: English 111 and English 112

CATALOG DESCRIPTION:

A writing course for students who have sufficiently mastered the basic skills in ENG 111 and 112. Emphasis is on developing rhetorical proficiency through a variety of writing exercises, especially imaginative.

GENERAL EDUCATION OUTCOMES OR OCCUPATIONAL PROGRAM OUTCOMES

Through careful analysis and critical review of professional and student writing; through discussion and small group collaborations; through the revision process and by reading and exploring the writings of a variety of authors of multicultural backgrounds, students in ENG 210 will address the following General Education Outcomes:

1. Thinking critically and analytically
2. Writing and speaking effectively,
3. Independently acquire knowledge, and
- 4). Awareness of aesthetic achievements and their cultural impact.

COURSE OBJECTIVES & OUTCOMES:

Students will attend and fully participate

Students will complete and submit journal of free writings and exercises designed to promote:

- skill in describing scene and setting
- skill in developing dialogue and characterization
- skill in working between creative non-fiction and autobiographical fiction
- skill in maintaining narrative perspective
- experimentation with imagery, tone, rhythm, meter and poetic forms

Students will revise selected works into finished drafts that will be assessed when appropriate using the COM/HUM Writing Assessment Rubric.

The portfolio will demonstrate the following:

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- Improved understanding of revision processes and strategies.
- Awareness and understanding of narrative perspective
- Improved critical awareness of quality writing, including awareness of evaluation criteria, including purpose, audience, unity, development, word selection, syntax, conciseness and editing

Students will revise selected works into finished drafts that will be assessed when appropriate using the COM/HUM Writing Assessment Rubric.

The portfolio will demonstrate the following:

- Improved understanding of revision processes and strategies.
 - Awareness and understanding of narrative perspective
 - Improved critical awareness of quality writing, including awareness of evaluation criteria, including purpose, audience, unity, development, word selection, syntax, conciseness and editing
- Completion of a minimum of 12 quality, multiply-revised typed pages of writing, representing at least four separate pieces, including at least one piece of fiction and one non-fiction.

METHODS OF INSTRUCTION:

Demonstration, discussion, small group and whole-class workshop, individual conferencing.

METHODS OF EVALUATION:

Formative: Group, small group, individual and peer consultation.

Summative: Instructor assessment of individual writings using the COM/HUM Writing Rubric
Attendance and Participation evaluated using descriptions in course syllabus.

REQUIRED TEXTS and MATERIALS:

Instructor selections of short stories, essays, poems and short dramatic works.
A large three-ring binder and journal

Optional supplementary materials:

Reasonable accommodations may be provided for students with documented physical, sensory cognitive, systemic and/or psychiatric disabilities. Please contact the Education Opportunity Program (EOP) at (231) 348-6687 to arrange services for this course.

TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION:

Weeks 1-8

Defining and Categorizing Genres
Introducing Process and Level 1 activities
Learning Workshopping Strategies
Reading Model Work
Sharing Writing

Weeks 9-16

Drafting and Revising
Creating Separate Pieces from Single Sources
Delivering Readings
Polishing Portfolios
Final Portfolio Assessments

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APPROVED FOR ADOPTION BY THE CRD/AP COMMITTEE ON _____