

## Department:

English

## Course Description:

This course is designed to give students an opportunity to write and develop skills in various genres of creative writing, such as fiction, poetry, and drama. Students may do some work in each area but will be able to focus on the genre of their choice. Basic elements of creative writing will be discussed, and students will work on several creative projects in a workshop format. In addition to the instructor providing evaluation and guidance, students themselves will be an audience for the writing done in the class and will give feedback, interaction, and critiques of other students' work.

## Course Competencies:

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

1. Define and explain the basic elements of fiction: point of view, plot, setting, character, and theme.
2. Define and explain the basic elements of poetry: diction, imagery, structure, repetition, sound and rhythm, verse forms, and figurative language.
3. Define and explain the basic elements of drama: plot, character, theme, scene structure, dialogue, scope, and staging.
4. Generate ideas for writing through use of experience, observation, thoughts, memory, or imagination.
5. Apply elements of the genres to the creation of work in each genre.
6. Complete original, developed short stories, poems, or plays that demonstrate adherence to literary forms, structures, and techniques.
7. Use standard manuscript formats.
8. Serve as part of a critical reading audience for creative work done by others.
  - a. Express a personal reaction or response to work being discussed.
  - b. Provide feedback on work being discussed.
  - c. Provide constructive comments on the effectiveness of specific parts of the work or of the work as a whole.
  - d. Provide suggestions for possible revision of the work.
  - e. Maintain an objective yet supportive role in critiquing work by others.
  - f. Recognize personal biases, tastes, and preferences and understand how these can affect critical judgment.
9. Move through the composition process from the genesis of an idea to a completed work: idea generation, invention, brainstorming, structuring, organizing, and writing.
10. Accept feedback and constructive criticism objectively.
11. Reconsider and revise work after listening to audience response and suggestions.

## Course Content:

- A. The Elements of Craft
  - 1. Image
  - 2. Voice
  - 3. Character
  - 4. Setting
  - 5. Story
  - 6. Development and Revision
- B. The Genres
  - 1. Creative Nonfiction
  - 2. Fiction
  - 3. Poetry
  - 4. Drama

## Learning Assessments:

Course competencies will be assessed by use of creative writing projects in various genres, completion of work in a timely manner, completion of revisions, and participation in critique sessions.

## Instructional Materials:

Imaginative Writing: The Elements of Craft, Burroway, 3rd Ed., Longman, 2011.

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" at this link: <https://highlandcc.edu/pages/disability-services>.

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.