

Course: EN218-DDN Introduction to Creative Writing (Blended)
Credit: 3 Semester Hours
Semester: Fall 2021 (Cycle 3)
Time & Location: Mondays 1-4, East Ed 105
Instructor: Thomas Crank, thomas.crank@calvary.edu

**About This Class: This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

**About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

I. DESCRIPTION

Introduction to Creative Writing introduces students to the elements of creative fiction, poetry, drama, and non-fiction. It emphasizes character, setting, plot, image, and voice. Students will develop journaling skills, produce rough drafts, and learn how to critique peer writing in a workshop setting. The course culminates with the development of a polished portfolio that demonstrates an understanding of course material. (Prerequisites: EN212, EN213, or EN214).

II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Identify and discuss elements of creative writing in the major genres (PLO 1, 3; Assignments A-C).
2. Experiment with elements of creative writing in journal entries and short story drafts (PLO 1, 2; Assignment B-D).
3. Practice critiquing peer stories in a workshop setting (PLO 2; Assignment D).
4. Create a polished portfolio that demonstrates understanding of creative writing elements and genres (PLO 1-4; Assignment E).

B. Specific competencies to be achieved. You will be able to:

1. Understand how literary elements in the major genres impact the literary works (PLO 1-4; Assignments A-E).
2. Use journaling to get ideas for creative writing projects and develop creative

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- writing skills (PLO 2; Assignment C).
3. Review peer creative writing in a professional manner (PLO 3; Assignment D).
 4. Revise, edit, and proofread work to produce a polished portfolio (PLO 3; Assignments E).

III. REQUIRED MATERIALS

A. Required Textbooks

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

- Burroway, Janet. 2010. *Imaginative Writing: The Elements of Craft* (4th Edition). Pearson. ISBN: 978-0134053240. Price: \$51.97 (used) or \$63.32 (new). *Some used copies can be found for even cheaper.*

IV. REQUIREMENTS

A. Reading Assignments

1. Readings are assigned weekly (see Calendar below).
2. Students will demonstrate an understanding of each reading assignment by answering prompts provided in Canvas.

B. Participation

1. During each class, the professor will assign activities that must be completed by all students (in-class and online). These activities may be writing exercises, notes, discussion board questions, etc.
2. Students will follow instructions to complete the activities. For example, "Write about XXXX and submit it on Canvas" or "Discuss XXXX on the Canvas Discussion Board."

C. Writing Journal

1. Students will keep a creative writing journal, used solely for this class, in which they will take notes, jot down ideas, brainstorm, and experiment with various creative writing elements and forms. Students are expected to spend at least 10 minutes a day, 5 days a week journaling.
2. This daily habit will generate a library of story ideas that students will develop into short story drafts.
3. Students will demonstrate completion of *The Writer's Sketchbook* activities in their final Reflection Letter in the final portfolio (see E. Portfolio below).

D. Draft Workshops

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1. Workshops are a chance to get peer feedback on drafts in progress. Six workshops will take place over the course of the cycle. Each workshop requires both a submission of a draft **and** participation in giving feedback. Students will submit 2 short stories, 2 poems, and 2 non-fiction essays (see Canvas for details).
2. Drafts are uploaded on the Canvas Discussion Board. Both online and in-class students will then review **each** student's draft and provide feedback based on the Discussion Board's instructions (see Canvas).

E. Portfolio

1. The Portfolio contains one **polished** example of each of the major genres covered (fiction, poetry, and non-fiction). Students may select any of the drafts they submitted to workshop for inclusion in the portfolio.
2. Short stories included in the portfolio must have gone through a workshop and been revised. Working with a tutor in the Clark Academic Center will add another layer of polish to the story. **Drafts that have not been revised will be given 0 points. Meaningful revision must have taken place.**
3. Along with each portfolio piece, students will include a self-review that assesses their work (see Canvas).
4. After the portfolio pieces have been selected and reviewed, students will write a reflection letter that details how their writing has changed over the course of the semester (see Canvas for details).
5. The portfolio is submitted on Canvas like all other assignments.
6. Students will present their portfolio during the last week of class. In-class students will present live in class. Online students will submit a video recording of their presentation, which will be played in class. These presentations will be handled as if students were pitching to an editorial board. Details for this assignment may be found in Canvas.

V. METHODS

A. Lectures, Textbook Reading, Additional Required Reading, Discussing, Writing, Workshopping, Portfolio.

B. Grading

| | |
|--|---------------------|
| Workshop Participation (6 x 50) | 300 points |
| Participation | 50 points |
| Reading Prompts (8 x 25) | 200 points |
| Portfolio | |
| 1 Short Story (100) | |
| 1 Poem (100) | |
| 1 Non-Fiction Essay (100) | |
| Self-Review of each Portfolio piece (75) | |
| Portfolio Reflection (25) | 400 points |
| Portfolio Presentation | 50 points |
| Total: | 1,000 points |

VI. TENTATIVE SCHEDULE

| Week | Topic | Due Dates and Times <i>All assignments are due by class time.</i> |
|------|---|--|
| 1 | Getting Ideas, Imagery | |
| 2 | Character, Setting | <ul style="list-style-type: none"> • Chapters 1–2 (Reading Prompt 1) • Chapters 4–5 (Reading Prompt 2) • Workshop 1 |
| 3 | Plot | <ul style="list-style-type: none"> • Chapter 6 (Reading Prompt 3) • Workshop 2 |
| 4 | Voice and Style | <ul style="list-style-type: none"> • Chapter 3 (Reading Prompt 4) • Workshop 3 |
| 5 | Genre Focus: Fiction | <ul style="list-style-type: none"> • Chapter 9 (Reading Prompt 5) • Workshop 4 |
| 6 | Genre Focus: Poetry | <ul style="list-style-type: none"> • Chapter 10 (Reading Prompt 6) • Workshop 5 |
| 7 | Genre Focus: Non-Fiction | <ul style="list-style-type: none"> • Chapter 8 (Reading Prompt 7) • Workshop 6 |
| 8 | Publication Discussion, Portfolio Presentations | <ul style="list-style-type: none"> • Chapter 7 (Reading Prompt 8) • Portfolio Presentations • Portfolio |

IX. NOTICES

1. Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
2. The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
3. Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own.
4. Style Guide: This course uses an open style, due to the nature of fiction writing. No specific style is required.