

# Syllabus for UWXEN203

## Introduction to Creative Writing

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**NOTE:** This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

### Course Description

Read creative writing and produce original works in this workshop-based course. Share drafts of your work in process with peers, revise your work based on feedback, and write reflectively and analytically about your own processes and products.

### Prerequisite(s)

English 101

### Course Outcomes

Upon completing this course, you will be able to do the following:

1. Execute creative tasks (Writing Creatively, through all Process Stages)
  - 1.a Use a variety of techniques for brainstorming/generating and developing creative works.
  - 1.b Apply specific elements (such as image, line, juxtaposition) in exercises and longer pieces with (by course end) effectiveness for larger meanings and effects in a piece as a whole.
  - 1. c Critique one's own work and the work of others, demonstrated (by the end of the course) in written feedback that offers respectful 1) description of work in progress using course concepts, 2) appraisal, and 3) recommendations for next revision or editing.
  - 1. d Show development in receiving feedback (receiving, responding, and valuing), demonstrated through choosing which feedback to use and revising written works based on the feedback.
  - 1. e Demonstrate (by course end) holistic revision of pieces of creative writing to achieve unified effects.
  - 1. f Demonstrate (by course end) editing skills not only for error correction but for "the best words in the best order" (Coleridge), that is, editing for precision, concision, care, and originality in style and syntax.
2. Execute Analytical Tasks (Reading as a Creative Writer and Reflecting)
  - 2.a Apply (in written discussion, reflections, and critiques) the vocabulary of creative writing elements common across genres (image, pattern, tension, etc), as well as specific to genres (line break, character, braiding, etc).

- 2.b Engage in close reading of professional works (usually contemporary), demonstrated in discussion that may begin with description, advance to interpretation, and (by the end of the course) offer evaluation, particularly of how creative choices lead to different effects of a published text.
  - 2. c Receive and respond to a variety of meanings and effects produced by and conveyed through creative writing.
  - 2.d Engage in reflective writing to self-assess their own creative choices and overall learning.
- 2.e Express a personal understanding of creative writing as an art form and its role in society.

## Course Requirements/Components

TOPIC	ACTIVITIES
Introduction to the Course	Quiz on the syllabus and readings and discussions with the textbook and instructor videos introducing and reviewing concepts related to reading like a writer.
Workshop 1	Discussions and exercises related to creating images and using line breaks, and using imitation as a strategy to jumpstart an original pieces. Introduction first small group workshop, with written comments and reflection.
Workshop 2	Discussions and exercises building patterns in prose and poetry; introduction to formal poetry (sestina, sonnet, pantoum, villanelle) and discussion of slant rhyme. Introduction to concept of radical revision, and using radical revision to generate new works. Workshop 2, of a radically revised piece and poem in a formal style.
Workshop 3	Discussions and exercises focused on creating characters and using dialogue. Exploration of scene writing. Using collaboration as a generative strategy. Conferencing with instructor as a generating strategy, and workshop of a short story.
Workshop 4	Discussions and exercises to explore different genres, and layering. Introduction to braided and hermit crab essays, and multimodal forms such as Instagram poetry and poem films. Ends with workshop 4.
Final Portfolio	Students review concepts of revising and editing and reflect on their learning as they create their final portfolio showcasing revisions, best work, and a reflective letter about their process and learning.

## Grading

The following grading scale is used to evaluate all course requirements and determine your final grade:

Percent	Letter Grade
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
60-66%	D
59 and under	F

Your final grade will be based on your performance on the following:

	Percent of overall grade	Description	Points display within category
Peer Review/Workshop Feedback, Reflection Assignments, and All-Class Discussions	35%	Peer Review/Workshop feedback is given to 2-3 others in a small group.  Reflection assignments are shared with instructor only.  All-class discussion posts often begin with reading from the textbook, and include a post and replies.	Peer Review/Workshop feedback to others = 10 points (4 total workshops)  Reflections = 5 points (3 total)  Discussion posts = 6 points (15 total plus one extra credit)
Exercises	15%	Spend 15-20 minutes on a freewriting to a prompt (sometimes after a brief	Exercises = 4 points each (16 total)

		<p>lesson or reading). Share this rough informal writing with a small group. Brief replies to the 2-3 others.</p>	
<p>4 Workshop Submissions with Author's Notes</p>	<p>20%</p>	<p>Develop an exercise or other idea into a complete and unified piece, with a reflective note showing understanding of unit concepts. Share this draft with a group of 2-3 others to receive feedback on what to try next.</p>	<p>Letter grades assigned.</p>
<p>Final Portfolio</p>	<p>30%</p>	<p>Choose your best work to revise and edit one more time; share "back drafts" of some pieces to show the "behind the scenes." Write a reflection letter analyzing your process, products, and learning.</p>	<p>Letter grade assigned</p>