

Las Positas College
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Course Outline for ENG 11
INTRO TO CREATIVE WRITING
Effective: Fall 2007

I. CATALOG DESCRIPTION:

ENG 11 — INTRO TO CREATIVE WRITING — 0 units

Elements of creative writing, including narrative, verse and dialogue, using materials drawn from individual's own work and selected texts. Strongly recommended: Eligibility for English 1A. 3 hours.

Grading Methods:

Letter Grade

Discipline:

	MIN
Total Hours:	0.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 4

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

1. use dialogue, characterization, point-of-view, plot, and description to develop writing in a narrative genre
2. use techniques including image, metaphor, and symbolism to create meaning in poetry
3. use traditional and modern forms in poetry to develop ideas
4. identify and manipulate source materials for creative writing
5. revise a creative work in progress
6. demonstrate an understanding of a creative intention and technique in relation to the formal characteristics of genre

V. CONTENT:

- A. Specific training through controlled writing assignments on elements and techniques in short fiction; exercises on, for instance, characterization, setting, description, point-of-view, and plot;
- B. Specific training through controlled writing assignments on elements and techniques in verse; exercises on, for instance, sound, meter, imagery, form and figurative language;
- C. Comparative analyses of a variety of traditional and modern forms in poetry;
- D. Exploration of personal, emotional, sensual, social, and intellectual experiences, memory, news, and imagination as material to take form in creative work.
- E. Evaluation of students' work in supportive and constructive group settings toward the goal of rewriting.
- F. Analysis of technique in relation to intention and form.
 1. reading selections of short fiction and verse to analyze them for technique, looking particularly at methods of creating structure, theme, voice, rhythm, sound, point-of-view, imagery, symbol and setting;
 2. evaluation of the effectiveness of techniques used in the context of complete works, and verbal and written articulation of these evaluations toward the goal of supportive and constructive criticism of their own and other students' writing;
 3. development of the beginning vocabulary of criticism a writer must have to self-evaluate work.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Discussion** - Analysis and discussion of the student's work by the class and the teacher
- D. In- and out-of-class writing assignments
- E. Small group work

VII. TYPICAL ASSIGNMENTS:

A. Reading: 1. Read Richard Bausch's story "Police Dreams," from The Best American Short Stories, and describe in your journal how Bausch creates dramatic irony. 2. Read "Birches," by Robert Frost, and find images that create mood or enhance theme. B. Writing: 1. After reading "1(a)," by e.e. cummings, construct your own poem with a shape that reflects the mood or theme of the poem. 2. After reading about an incident from a newspaper, write first-person accounts of the incident from the perspectives of two different people involved.

VIII. EVALUATION:

A. **Methods**

1. Other:
 - a. Controlled writing assignments that develop craft

- b. Three complete creative work drafts
- c. Revised draft
- d. Responses to student and professional writing

B. Frequency

- 1. Regular controlled writing assignments
- 2. Three complete creative work drafts
- 3. At least one revised draft
- 4. Regular writing responses

IX. TYPICAL TEXTS:

- 1. Goldberg, Natalie *Writing Down the Bones: Freeing the Writer Within.*, Shambala Press, 2006.
- 2. Jason, Philip K., and Allan B. Lefcowitz *Creative Writer's Handbook*. 4th ed., Prentice Hall, 2004.
- 3. Kenison, Katrina, ed. *The Best American Short Stories.*, Houghton Mifflin, 1997.
- 4. Knorr, Jeff, and Tim Schell, eds. *Mooring Against the Tide*. 2nd ed., Prentice Hall, 2005.
- 5. Ochester, Ed, and Peter Oresick, eds. *The Pittsburgh Book of Contemporary American Poetry.*, University of Pittsburgh Press, 1993.

X. OTHER MATERIALS REQUIRED OF STUDENTS: