



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000582910		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	4/11/19	5/14/19
Correspondence Ed.	4/11/19	5/14/19
Distance Ed.	4/11/19	5/14/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Richard Castillo			
CB01 - Subject and Course #: ENG 120			
CB02 - Course Title: Introduction to Creative Writing			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input checked="" type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites: Eligible for ENG 101 or an approved equivalent transferable first-year composition course.			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		1507.00 - Creative Writing	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		A - Transferable to both UC and CSU	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

JUSTIFICATION OF NEED:

The course is an elective for the AA Arts and Humanities as well as a transferable course for IGETC and CSU-GE, Area C-2. The course also fulfills a component for an ADT with English emphasis.

CATALOG DESCRIPTION:

This is an introductory course in creative writing. Students will compose both fiction, poetry, and creative non-fiction. Beginning writers are given the opportunity to explore forms within poetry and prose, participate in workshop activities, and revise texts according to peer and instructor criticism.

COURSE OBJECTIVES:

1. Discuss creative process in terms of master processes and individual variations.
2. Discuss writing as an art form.
3. Control fiction and poetry with given forms, elements, or stylistic devices.
4. Compose prose and poetry by skillful use of imagery, figurative language, rhythm and meter, musical devices, tone, plot, characterization, point of view, theme, and other literary devices.
5. Offer meaningful verbal criticism of master works that includes references to form, content, function, and pertinent critical reception.
6. Respond to critical appraisals and revise work, based at least in part on class criticism.

STUDENT LEARNING OUTCOMES:

1. Identify and analyze unique literary characteristics of prose and poetry.
2. Apply principles of the creative process by composing work that deals with personal, social, political, and/or cultural issues.
3. Construct critical appraisals of peer contributions, orally and in writing.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Creative Process:
 - a. understanding why humankind creates
 - b. envisioning the process
 - c. using the senses in the creative process
 - d. working with words in the creative process
 - e. remembering as an act of creating
2. Elementary Elements of Fiction and Poetry:
 - a. denotation and connotation of words
 - b. imagery
 - c. figurative language
 - d. tone
 - e. musical devices
 - f. rhythm and meter
 - g. forms and patterns
 - h. distinguishing bad poetry and good
 - i. time and setting
 - j. characterization
 - k. plot
 - l. point of view
 - m. dialogue
 - n. theme
 - o. tone

4. Giving Criticism:
 - a. terminology, for classmates' work and master models
 - b. how to offer to classmates in constructive way
 - c. analyze and discuss do's and don'ts
5. Accepting Criticism:
 - a. how to listen to the comments of others
 - b. how to distinguish helpful criticism from unhelpful
 - c. analyze and discuss do's and don'ts
6. Revising Fiction and Poetry

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

Readings are intended to introduce students to basics of poetry and prose writing: characterization; plot; point of view; dialogue; theme; tone; denotation and connotation; imagery; figurative language; poetic musical devices; rhythm and meter; forms and patterns of poetry, fiction, and drama. Reading assignments may also act as a means of demonstrating specific issues arising in students' work.

4. Examples of writing assignments:

1. Short fiction, poetry, and drama as directed by the instructor
2. Critiques of masters' and/or classmates' creative works
3. Creative exercises

5. Appropriate assignments to be completed outside of class:

1. Critiquing masters' and classmates' works
2. Prewriting
3. Writing
4. Revising
5. Editing
6. Developing a portfolio of semester writings
7. Maintaining a writing journal

6. Appropriate assignments that demonstrate critical thinking:

Students of creative writing use critical thinking in all aspects of their work. Students, through their creative process, are expected to experiment with and question such elements and techniques of creative writing as characterization, plot, point of view, dialogue, theme, tone, denotation and connotation, imagery, figurative language, poetic musical devices, rhythm and meter, forms and patterns of creative works. Other assignments targeting critical thinking include exploring the creative process, composing written work developing criticism of classmates and masters creative writing, accepting and applying, analyzing the technique of master work and experimenting with it in their own work, and revising.

7. Other assignments (if applicable):

Other assignments may include, but are not limited to, attending an author's reading/signing and submitting own work for publication.

Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

As with the other requirements of English 120, pedagogical methodologies are to be left to the discretion of the individual instructor. However, appropriate instruction would include the assignment of readings, the delivery of lectures (some by outside experts) on particular aspects of the course's materials, the encouragement of class discussion where possible and practicable, the requirement of creative projects within various forms and of varying lengths, and the development of a portfolio.

2. Describe the methods of evaluating of student performance.

A student's grade will be based on multiple measures of performance. These methods may include, but are not limited to, the following: written and oral criticism of student work; written and oral criticism of master work; exercises and projects in fiction, poetry, and drama; rewriting assignments; attendance; and class participation.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

Instructor-student contact in Distance Education sections is maintained through various means, including but not limited to, telephone, e-mail, conventional mail correspondence, face-to-face review sessions, courier, and office hour conferencing. Distance Education instructional technologies may include reading responses, videos, synchronous and a-synchronous chat or messaging,

response forms, and progress reports.

2. Describe the methods of evaluating student performance.

Distance Education methods of evaluation of student performance may include quizzes, exams, writing assignments, involvement in the chat/messaging, and portfolio projects.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions (chat, blogs), e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to time lines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Computer access is recommended.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

As with the other requirements of English 120, pedagogical methodologies are to be left to the discretion of the individual instructor. However, appropriate instruction would include the assignment of readings, the delivery of lectures (some by outside experts) on particular aspects of the course's materials, the encouragement of class discussion where possible and practicable, the requirement of creative projects within various forms and of varying lengths, and the development of a portfolio.

2. Describe the methods of evaluating of student performance.

A student's grade will be based on multiple measures of performance. These methods may include, but are not limited to, the following: written and oral criticism of student work; written and oral criticism of master work; exercises and projects in fiction, poetry, and drama; rewriting assignments; attendance; and class participation.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Computer access is required.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Robert DeMaria, The College Handbook of Creative Writing, 4th edition, 2014, Cengage

Janet Burroway and Elizabeth Stuckey-French, Writing Fiction, 9th edition, 2015

David Starkey, Creative Writing: Four Genres in Brief, 3rd edition, 2017

Stephen King, On Writing: A Memoir of the Craft, current edition

Ray Bradbury, Zen in the Art of Writing, current edition

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____