

Foundational Studies Course Proposal Cover-Page

Course Title: ENG 219: Introduction to Creative Writing

FS Category: Fine and Performing Arts

Department: English

Chairperson: Perrin

Date: 1/13/10

Faculty Representative: Jakaitis

Date: 1/13/10

Instructor commitments

Instructors agree to ensure that the content and delivery of this FS course meets the Learning Objectives (LO) and the Skill and Applied Learning Requirements (SALR) of the category of the course.

Instructors will include the following in their syllabi:

- a. Statement explaining the FS requirement the course is meeting-
- b. Statement identifying specific FS learning objectives for the course
- c. Statement explicating how the assigned work assists students in meeting the FS program's goals, as well as the goals of the specific FS category under which the course falls
- d. Statement encouraging students to review the University's Academic Dishonesty Policy found in the Student Code of Conduct
- e. When appropriate, a statement outlining the citation style the instructor wishes students to use and the repercussions they will face if they plagiarize or act in other academically dishonest ways
- f. Statement explaining course attendance policy
- g. Statement describing the central tenets of academic freedom and how these relate to the course
- h. One of the four designated statements on laptop computers
- i. The University statement on the rights and responsibilities of students with disabilities

Instructors will submit to their department chairperson and to the FS coordinator an electronic copy of their syllabus at the beginning of each semester in which they teach this course, including summer sessions.

Instructors will submit a copy of their SIRs to the FS coordinator.

Instructors will have their students complete the designated FS assessment instrument for the category in which this course falls and will submit the completed instruments to the FS coordinator.

Chairperson/director commitments

The chairperson/director will complete the verification documentation for this course each academic year and submit it to the FS coordinator.

The chairperson/director will coordinate with the chairpersons/directors offering courses in this FS category to assure a broad array of course offerings.

The chairperson/director will ensure general consistency across sections.

Questions for Chairpersons and Curriculum Affairs Committee

1. When will this course be offered?

- a. Fall semester _____ b. Spring semester _____ c. Summer sessions _____
- d. Fall and Spring _____ e. Fall, Spring, and Summer sessions X
- f. Other: _____

2. Approximately how many seats can your department/program provide for the category?

a. Fall semester: 75

b. Spring semester: 100

c. Summer sessions: 25

3. Approximately how many sections of the course will be offered each semester?

a. Fall semester: 3

b. Spring semester: 4

c. Summer sessions: 1

4. What will be the typical section size?

a. Fall semester: 25

b. Spring semester: 25

c. Summer sessions: 25

5. Will the course be offered online?

a. Fall semester _____ b. Spring semester _____ c. Summer sessions _____

d. Fall and Spring _____ e. Fall, Spring, and Summer sessions _____

f. Other: _____

6. Approximately, how many sections will be offered online?

a. Fall semester: _____

b. Spring semester: _____

c. Summer sessions: _____

7. If your department or program is proposing more than 1 course for this category, please identify where this course ranks when compared to the other courses which have been proposed (#1 out 3)

8. Additional Comments:

English 219: Introduction to Creative Writing

English 219: Introduction to Creative Writing is a Foundational Studies course that examines the techniques of fiction, creative nonfiction, poetry, and/or drama. Students encounter rhetorical explanations of these techniques, and then study how professional writers have mastered them. Students apply their understanding of the techniques by producing original examples of each assigned genre, and by analyzing the work of their peers.

1. **Demonstrate aesthetic responsiveness and interpretative ability.** In English 219, students evaluate professional examples from up to four of the creative genres (fiction, creative nonfiction, poetry, and/or drama). By reading and discussing these examples, students will gain a greater understanding of not only how to interpret literature, but also gain insight into the impulses leading to its creation.
2. **Connect works of art to their literary, cultural, and historical contexts.** English 219 focuses primarily on contemporary American literature. Because students are asked to produce literature themselves, the examination of the professional examples relies heavily on the examination of the forces (literary, cultural, and historical) that help shape them. Knowing how, for example, the Vietnam War informs the poetry of Denise Levertov may allow students to see how the war in Iraq may inform their own poems.
3. **Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment.** In part, English 219 is a survey of contemporary American literature. Students are exposed to the issues occupying writers in the latter half of the 20th century, and the beginning of the 21st century, including our relationship with the environment, the clashes of political and religious systems, the ongoing conflicts between ethnic groups, economic classes, genders, etc., down to the tried and true subjects of love and death.
4. **Reflect on themselves as products of and participants in traditions of the fine and performing arts.** English 219 requires students to not only analyze literature, but also to produce it themselves. This is a more experiential approach, since students exhibit their understanding of literary art through illustration, not just analysis. They become active participants in our literary tradition because they themselves are helping to create it.

English 219. Introduction to Creative Writing
Fall 2009
Instructor: Professor Lewandowski
Office: Root Hall A-218
Office Phone: 237-8552
Office Hours: MWF 2:00-2:50, TTH 11:00-11:50
E-mail: Mlewandowsk@isugw.indstate.edu

Catalog Description:

English 219. Introduction to Creative Writing—3 hours (*This course is part of the “Transfer Indiana” [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.)*) A workshop course for beginning writers that provides a practice in writing fiction, creative nonfiction, poetry and drama, with attention to both the creative process in general and particular techniques and models of each genre. Foundational Studies Credit [*Fulfills the Foundational Studies (Fine and Performing Arts) requirement.*][FS Syllabus]

Outcomes [Presented in *Creative Writing at ISU* (2010), a Department document that articulates the overall goals of the creative writing program, as well as goals for individual courses]:

- analyze professional models of fiction, creative nonfiction, poetry and/or drama [FPA 1, 3, 4]
- demonstrate knowledge of the elements of each genre [FPA 1, 4]
- demonstrate knowledge of the terminology and mechanics associated with each genre [FPA 1,]
- illustrate understanding of imaginative writing by producing original examples of each genre [FPA 1, 2, 3, 4]
- demonstrate an ability to rethink and revise earlier drafts, with an emphasis on the difference between revision and editing [FPA 1, 3, 4]
- articulate responses to classmates’ drafts, integrating an understanding of the elements and mechanics of each genre [FPA 1, 4]

Required Text:

Creative Writing: Four Genres in Brief, David Starkey

Assignments:*

08/27 Course Introduction

09/01 Chapter 3: Writing Short Creative Nonfiction, 160-175 [FPA 1, 2, 3]

09/03 Chapter 3, 175-190 [FPA 1, 2, 3]

* As a course that focuses on reading and writing, English 219 incorporates Foundational Studies (FS) objective 2 and 4 on a daily basis; further, daily discussions address FS objective 10. Other objectives—both general and specific—are noted throughout the daily schedule of class activities using these abbreviations: *FS* = Foundational Study, *FPA* = Fine and Performing Arts, and *S* = Skills (Applied Learning).

- 09/08 Chapter 3, 190-197 [FPA 1, 2, 3]
 09/10 Chapter 3, 197-205 [FPA 1, 2, 3]
- 09/15 Chapter 3 Anthology, 206-215 [FPA 1, 2, 3]
 09/17 Anthology, cont. 215-227 [FPA 1, 2, 3]
- 09/22 **Rough Draft of Essay Due (1000+ words) [FPA 4; S 1, 3]**
 09/24 **Final Draft of Essay Due; Intro to the short story [FPA 4; S 3]**
- 09/29 Chapter 2: Writing the Short Story, 92-102 [FPA 1, 2, 3]
 10/01 Chapter 2, 102-118 [FPA 1, 2, 3]
- 10/06 Chapter 2, 118-127 [FPA 1, 2, 3]
 10/08 Chapter 2, 127-138 [FPA 1, 2, 3]
- 10/13 Chapter 2 Anthology, 139-149 [FPA 1, 2, 3]
 10/15 Anthology, 149-159 [FPA 1, 2, 3]
- 10/20 **Rough Draft of Short Story Due (1000+ words) [FPA 4; S 1, 3]**
 10/22 **Final Draft of Short Story Due; Intro to Poetry [FPA 4; S 1, 3]**
- 10/27 Chapter 1: Writing Poetry, 9-20 [FPA 1, 2, 3]
 10/29 Chapter 1, 20-34 [FPA 1, 2, 3]
- 11/03 Chapter 1, 34-50 [FPA 1, 2, 3]
 11/05 Chapter 1, 50-66 [FPA 1, 2, 3]
- 11/10 Chapter 1 Anthology, 67-79 [FPA 1, 2, 3]
 11/12 Anthology, 79-91 [FPA 1, 2, 3]
- 11/17 **Rough Drafts of Poems Due (3-5 poems) [FPA 4; S 1, 3]**
 11/19 **Final Drafts of Poems Due (3-5 poems); Intro to Drama [FPA 4; S 1, 3]**
- 11/24 Chapter 4: Writing the Ten-Minute Play, 228-256 [FPA 1, 2, 3]
 11/26 **Thanksgiving—No class**
- 12/01 Chapter 4, 256-278 [FPA 1, 2, 3]
 12/03 Chapter 4, 279-299 [FPA 1, 2, 3]
- 12/08 Chapter 4 Anthology, 300-324 [FPA 1, 2, 3]
 12/10 **Rough Draft of One Act Play Due (4+ pages) [FPA 4; S 1, 3]**
- Tuesday, December 15, 10:00 am: Final Draft of One Act Play Due [FPA 4; S 1, 3]**

Course Description:

Introduction to Creative Writing is just that: an introduction to 4 of the creative genres (Literary Nonfiction, Fiction, Poetry, and the One-Act Play). In this course, students will encounter the building blocks of each genre, and learn how to manipulate those blocks into finished texts. While working on their own writing, students will analyze professional models as well as the work of their peers. By the end of this course, students should exhibit reasonable proficiency as poets, fiction writers, essayists, and dramatists.

Written Assignments:

Students will be evaluated through four portfolios, one for each genre. These portfolios will contain all written work assigned for the specified genre. This includes freewriting exercises, quizzes, peer analyses (written and/or oral), and two complete drafts. Freewriting exercises may be the result of a prompt from the textbook, or an analysis of the methods of a professional writer. On the day a rough draft is due, students will exchange their work and compose a written analysis based on the techniques learned for the specified genre. Students will then be expected to write a “final” draft, taking into consideration the suggestions of their fellow students, the advice of the professor, and/or their own initiative. **[FS Syllabus]**

All rough and final drafts must be typed. Other writings, such as freewriting assignments, if not typed, must be written in blue or black ink on clean, standard-sized notebook paper. Work that does not follow these rules will not be accepted. **[FS Syllabus]**

Grading Policy: Each assignment is worth a certain amount of points. In total, 100 points are available. At the end of the semester, I simply add up the points and the student is given a letter grade based on the 90, 80, 70, etc. scale.

Creative Nonfiction Portfolio: 25 points
Fiction Portfolio: 25 points
Poetry Portfolio: 25 points
Drama Portfolio: 25 points **[FS Syllabus]**

Course Rules:

Attendance: More than **three** absences for this course are excessive. Ignoring this policy will seriously jeopardize a student's final grade, and may even result in failure, regardless of the quality of the creative work. If you have problems attending class, e-mail or call me as soon as possible. Please note that no distinction is made between “excused” absences or “unexcused” absences. Do not bring me notes or ask for special treatment. When and if a student exceeds three absences/tardies, he/she will not be allowed to make up any missed work. **In addition, students will lose three points from the semester’s total for each absence or tardy beyond three.** In case of special circumstances, such as an extreme emergency, or university service, students should talk to me individually, and in private. **[FS Syllabus]**

Students who come late to class are disruptive. All late students are marked absent. Late students may not be allowed to participate in the day's activities. If, for any reason, you cannot be in class on time consistently, drop the course and take a different section. **[FS Syllabus]**

Quizzes cannot be made up. Freewrites can be turned in late only if I know beforehand that you will be absent. Portfolios will only be accepted late with prior consent and good reason. If no reason is given and the matter is not discussed with me, the portfolio will be returned ungraded and the student will be encouraged to drop the course. If accepted, portfolios will be penalized 10% for each weekday late and will contain no written comments when returned. **[FS Syllabus]**

General considerations: Turn off all beepers and cell phones. The use of cell phones will not be tolerated. Dispose of your trash before you leave. Do not read newspapers or magazines in class, and do not fiddle with electronic devices. Do not leave class before you are dismissed short of a bathroom emergency. Do not disrupt your fellow students or your instructor by talking at inappropriate times, sleeping, or whatever other type of behavior can be construed as unbecoming for an adult.

Laptops: While there is little need for a laptop during class, students may use one to take notes, or to do quick research on, for example, an historical allusion used in a literary text. You may also use electronic reference books, or other helpful programs on your computer. **[FS Syllabus]**

Plagiarism: Students who turn in work other than their own will fail the course and may be expelled from the university. Students should review ISU's Academic Dishonesty Policy which can be found in the Student Code of Conduct. **[FS Syllabus]**

English 219 (Introduction to Creative Writing) and Foundational Studies

REQUIREMENT: English 219, Introduction to Creative Writing, fulfills the Fine and Performing Arts requirement of the Foundational Studies program. *[FS Syllabus]*

GENERAL OBJECTIVES: The Foundational Studies program incorporates general goals that will be applied in English 219: students will (a) “critically evaluate the ideas of others,” (b) “demonstrate an appreciation of human expression through literature and fine and performing arts,” and (c) “express themselves effectively, professionally, and persuasively both orally and in writing” (*Foundational Studies* 2009). Further, Foundational Studies courses are designed to “develop critical thinking skills” and “develop information literacy,” as well as “include a graded writing component” (*Foundational Studies* 2009) *[FS Syllabus]*

SPECIFIC OBJECTIVES: Courses in Fine and Performing Arts—including English 219—have these specific learning objectives:

1. Demonstrate aesthetic responsiveness and interpretive ability;
2. Connect works to their literary, cultural, and historical contexts;
3. Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment; and
4. Reflect on themselves as products of and participants in traditions of literature and ideas. *[FS Syllabus]*

APPLICATION: The assignments in English 219 (readings, discussion, and out-of-class writing) will allow you to meet Foundational Studies goals, as well as the specific goals of the class. The readings for the course—in different genres, by different authors, from different periods—will challenge you to look at literature in a contextual fashion. Discussions and other class activities will help you to develop techniques for interpreting literature, based on close reading and critical interpretation. Related readings, lectures, discussions, and perhaps research will allow you place literature in its cultural context, as well as analyze the ways in which literature represents and comments on human experience. The required creative writing will allow you to become participants in our literary tradition by helping to create it. The most general goal, however, is to allow literature to expand your ideas, to challenge your thinking, to create new experiences, to enlarge your perceptions—all so that you can create your own works. *[FS Syllabus]*

FURTHER INFORMATION: For information about the Foundational Studies program—specifically the “Sycamore Standard,” academic freedom, and the rights and responsibilities of students with disabilities—consult the Foundational Studies website <http://www.indstate.edu/gened/newfoundationalstudiesprogram.htm>). *[FS Syllabus]*