

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

INTRODUCTION TO CREATIVE WRITING
ENGL 2630 (formerly ENG 2630)

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Spring
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Catalog Course Description:

Writing of poetry and fiction in combination with study of models and techniques.

Entry Level Standards:

Students should have knowledge of expository writing and analytical skills derived from freshman composition; students should also be familiar with basic literary terminology and genres.

Prerequisite:

ENGL 1020

Textbook(s) and Other Reference Materials Basic to the Course:

Drury, John. *Creating Poetry. Cincinnati: Writer's Digest Books, 1991.*
Turco, Lewis. *The New Book of Forms: A Handbook of Poetics.* Hanover and London: University Press of New England, 1986.
Dickson, Frank and Smythe, Sandra. *Handbook of Short Story Writing.* Cincinnati: Writer's Digest Books, 1981.

I. Week/Unit/Topic Basis:

Week	Topic
1	Reading: Forms, 241-242; CP, 126-130 Writing assignment(s): English and Curtal Sonnet
2	Reading: Forms, 159-162; 240; 245-246; CP, 106-109 Writing assignment(s): Haiku; Tanka; Somonka
3	Reading: Forms, 188-193; 247; CP, 45-48 Writing assignment(s): Narrative and Terza Rima
4	Reading: Forms, 254-256; CP, 63-66 Writing assignment(s): Villanelle and Terzanelle
5	Reading: Forms, 234-239 CP, 60-61; 119-123 Writing assignment(s): Sestina
6	Reading: Forms, 222-223; CP, 88-89 Writing assignment(s): Roundel

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| 7 | Reading: Forms, 166-171; 148-149
Writing assignment(s): Limerick and Elegiacs |
| 8 | Reading: Forms, 81-89; CP, 66-71
Writing assignment(s): Free Verse |
| 9 | Reading: SS Writing, 99-136
Writing assignment(s): Plotting Complications |
| 10 | Reading: SS Writing, 37-67
Writing assignment(s): Description, Explanation, and Dialogue |
| 11 | Reading: SS Writing, 144-154
Writing assignment(s): Transition and Viewpoint Exercise |
| 12 | Reading: SS Writing, 155-159; 26-31
Writing assignment(s): Flashback Exercise |
| 13 | Reading: SS Writing, 1-20; 194-208
Writing assignment(s): Short Fiction Portfolio |
| 14 | Reading: SS Writing, 171-193
Writing assignment(s): Short Fiction Portfolio |
| 15 | Reading: SS Writing, 223-235
Writing assignment(s): Short Fiction Portfolio |
| 16 | Final Exam Period |

II. Course Objectives*:

- A. Understand the techniques of imaginative literature and the critical approaches that clarify its nature and meaning. III.2
- B. Appreciate the quality of imagination and the discipline required to produce imaginative literature. II.2, IV.2
- C. Develop and expand a sensitivity to and a thoughtful attitude toward life and its experiences. II.2, IV.2
- D. Strengthen the skills of writing and revising introduced in English Composition. I.3
- E. Strengthen the skills of critical reading and thinking. III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. *Communications Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
2. Write and analyze manuscripts using word processing software. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome,*

Transitional Strategy, Active Learning Strategy

3. Listen to guest speakers who are published authors. *Personal Development Outcome, Transitional Strategy*
4. Read assigned manuscripts and participate in class discussion. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
6. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

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

1. Identify and write traditional fixed poetic forms. A, B, D
2. Identify and incorporate in writing more than a dozen types of figurative language. A, B, D
3. Identify and incorporate in writing various stanzaic structures and metrical patterns. A, B, D
4. Identify and incorporate in writing various sound devices. A, B, D
5. Read and analyze/critique poetry from the vantage of a working poet. A, B, D, E
6. Learn the history and traditions of poetic forms that influence modern verse. A, B, E
7. Write and revise a short fiction portfolio. B, D, E
8. Learn to develop stories from premises and to plot complications. B, D, E
9. Learn to develop characters through description, explanation, and dialogue. B, D, E
10. Learn to use flashbacks, transition, and viewpoint. B, D, E
11. Learn to read short fiction with an eye for constructing stories (i.e., architectonics). B, D, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Eighty percent (80%) of the final grade will be based on tests and quizzes. Twenty percent of the final grade will be based on a portfolio of fourteen completed fixed poetic and two short fiction manuscripts (minimum of twelve pages).

B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:

None

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus, students who miss 25 percent of class meetings will fail the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSTCC Catalog.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following.:

Plagiarism--presenting someone else's words or ideas as your own;

Collusion--allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.