



COURSE OUTLINE SPRING 2009

Course Number
ENG218

Course Title
Creative Writing II

Credits
3

Hours:
lecture/Lab/Other
3

Co- or Pre-requisite
ENG102 with a C or better

Implementation
sem/year

Catalog description (2006-2009 Catalog):

Promotes continuing development of creative writing skills; analyzes recognized models by major modern writers. Through workshop framework, peers and instructor critique student work. Students are encouraged to hone their writing voices under instructor guidance.

Is course New, Revised, or Modified? No

Required texts/other materials:

Revision date:
February 2009

Course coordinator:
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Information resources: Books, videos, journals, electronic databases, websites,

Other learning resources: Lectures, videos, theatre trips

Course Competencies/Goals:

The student will be able to:

- Read and analyze the works of major writers and be exposed to the themes, concerns, and techniques of contemporary writing
- Model creative writing forms and genres.
- Compose creative works in the genres, fiction, poetry, drama.
- In a workshop/seminar situation, be exposed to the criticism of other writers, as well as work under the guidance of a professional writer.
- Learn how to revise personal creative pieces and ready them for publication
- Hone critical evaluative and editing skills
- Act as editor and critic.
- Produce a final project in a selected genre.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies as they study, compose and hone their creative writing.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance as they read literary works, compose and hone their own creative writing.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples as they compose and hone their creative writing.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations as they compose and hone their creative writing.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I The Creative Essay

The student will be able to

- Recognize the essay as creative writing
- Compose a creative essay
- Critique writing peers' creative essays

Unit II Writing Fiction

The student will be able to

- Recognize various kinds of fiction
- Compose a fictional piece
- Critique writing peers' fictional pieces

Unit III Portrait and Character

The student will be able to

- Understand how to create realistic characters in writing
- Create a character to be used in a piece
- Collaborate with writing peers in the honing of created characterization

Unit IV Writing Poetry

The student will be able to

- Recognize poetic forms
- Model poetic forms
- Create a poetic work

Unit V Landscape and Image

The student will be able to

- Create landscape and setting in a creative piece
- Critique writing peers' creation of landscapes
- Compose a landscape piece and insert characters that fit the landscape

Unit VI Writing Drama

The student will be able to

- Recognize dramatic genres
- Understand the conventions of written genre
- Create a characters, setting and plot for a drama

Unit VII Creating Voice and Dialog

The student will be able to

- Recognize the value of creative voice and characters' speech in creative pieces
- Understand how to create characters' speech in a piece
- Critique writing peer's created characters' speech

Unit VIII The Writer's Voice

The student will be able to

- Understand how writers hone their own voice and style
- Hone his/her own voice and style

Unit IX Publishing

The student will be able to

- Recognize various publishing opportunities
- Understand how to analyze publishing opportunities for specific kinds of creative work
- Research publishing opportunities for specific creative works

Unit X Producing a finished piece

The student will be able to

- Edit and proofread personal creative pieces for publication
- Critique writing peers' pieces to ready for publication
- Research editing resources to assist with publishing
- Prepare finished creative pieces for publishing

Evaluation of student learning:

10 writing assignments	40%
Revisions of Assignments	10%
Seminar/workshop sessions – class participation, peer critique.	15%
Consultation with Instructor	05%
Final project	30%
TOTAL	100%

Academic Integrity Statement:

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.

- Students should never:
 - Knowingly represent the work of others as their own
 - Knowingly represent previously completed academic work as current
 - Fabricate data to support academic work
 - Use or obtain unauthorized assistance in the execution of any academic work
 - Give fraudulent assistance to other students
 - Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.

Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

Course Competencies/Goals:

The student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit IV: The Renaissance

The student will be able to

- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Describe “humanism” and show its effect on philosophy, education, attitudes toward politics, and the writing of history. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Evaluate the impact of classical models on Renaissance art, and what was “new” about Renaissance art. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective (“New Monarchies”; “Renaissance states”). **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli’s *The Prince*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**