

SANTA ANA COLLEGE COURSE OUTLINEDISCIPLINE, NUMBER, TITLE: English 211, Creative Writing I/Fiction

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Discipline	English
Course Number	211
Course Title	Creative Writing I/Fiction
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

COURSE IDENTIFICATION NUMBER(S) (C-ID)**PREREQUISITE(S)****Prerequisite**

English 101 or 101H.

CATALOG DESCRIPTION

Writing techniques focusing on the short story. Workshop format, emphasis on writing and critiquing.

Budget Unit	
Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
Method of Instruction	10
SAM Priority Code	E - Non-Occupational
Repeatability	R3 - Repeatable x3
TOPS Code	150700 - Creative Writing
Topics Course	No
Open Entry/Exit	No
Grading Options	
Curriculum Office Use Only.	

Department Chair Approval Date:

Division Chair Approval Date:

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

I. Critical Reading - The student will understand both commercial and literary short stories generated by students and professional writers.II. Purpose, Audience, Strategies - The student will understand various literary purposes, will recognize the interests of various audiences, and will use both traditional and experimental strategies to develop a text for a

specific purpose and to appeal to a universal audience.

III. The Writing Process - The student will build upon the knowledge gained in English 101 and continue to generate creative ideas for a draft through prewriting techniques. In preparing a completed draft of a short story for critique, the student will plan and organize those ideas for ideal dramatic effect, write a first draft, revise it for content, form and appropriateness of expression, and edit it for correctness.

IV. Finding and Limiting Topics and Methods of Framing a Short Story - The student will find and limit topics and develop methods to frame a story or a chapter.

V. Basic Structure of the Short Story - The student will build upon the knowledge gained in English 101 while integrating newly developed skills of dramatic analysis to produce effective characters, conflicts, and resolutions.

VI. Sentence Structure, Diction, and Mechanics - The student will develop style, sentence variety, and correctness by observing, analyzing, and imitating written models and by applying customary rules of grammar, punctuation, and spelling.

VII. Resources and Research - The student will use the library and other sources such as the Internet to gather information for the short story.

VIII. Elements of Fiction - The student will be able to name, define, identify, and apply the selected literary terminology to the critical content and analysis of narrative fiction.

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials:

None

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1. -

A. Reading and Writing

1. Read critically in order to understand literary works on both a literal and symbolic level; to identify dramatic devices and to analyze how they function to reveal theme and irony in the work.
2. Develop a plot line; write concrete exposition and believable dialogue.

B. Listening and Speaking

1. Utilize interactive workshop format and appropriate questioning.

2. Determine purpose and goals for listening.
3. Use speaking as a tool for idea generation and utilize prior knowledge through small and large group discussion.
4. Verbally summarize and paraphrase effectively.

Thinking and Reasoning

1. -

A. Creative Thinking

1. Discover the importance and utility of own experience in the world as a tool for criticizing dramatic pieces.
2. Identify levels of meaning in figurative language and in literary devices.
3. Predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions.

B. Critical Thinking

1. Understand the difference between subjective and objective evaluation of the work.
2. Apply criteria of literary/artistic excellence developed by various schools of criticism.
3. Recognize the relationship between form and content in literature.
4. Write critiques and evaluations of literary works.

Information Management

1. - 1. Evaluate verisimilitude of dramatic piece.
2. Distinguish between professional and student literature.
3. Use sources ethically.

Diversity

1. -

Cultural - read, understand and demonstrate an appreciation of literary works from diverse historical and cultural backgrounds.

Social - read, understand, and demonstrate an appreciation of literary works from diverse socio-economic backgrounds.

Civic Responsibility

1. - Ethical - Identify and discuss thematic moral dilemmas that are present in the readings.

Life Skills

1. - Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal enlightenment and interpersonal skills.

Careers

1. - Students will develop the knowledge and the skills necessary to select and develop careers as writers/editors.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Group Study & Exercises

Lecture
Reading Assignments
Writing Projects & Reports

Other (Specify):

In order for the students to attain the specific learning outcomes, the students will be required to do the following:

1. Read a number of works representing the many types of short story formats, identify the literary devices present in the works, and understand how the elements work together to convey meaning/theme/purpose.
2. Respond to and critique professional and student short stories.
3. Write stories that employ different methods of dramatization, including character, plot, point of view, setting, theme, irony, and symbolism.
4. Work on writing skills learned in English 101 through peer edition and/or revising, paying particular attention to situation, conflict, struggle, outcome, and meaning.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

Out-of-class assignments will involve reading of both professional and student short stories, written critiquing of student stories. Students should commit to two hours of reading and writing out-of-class for every hour in class. The following is a sample of how this commitment maybe realized.

1. Writing: 40 hours out-of-class work

The student will create three original short stories.

- A. Flash fiction piece, focusing on three types of irony, situational, verbal, and dramatic.
- B. Four to seven page piece, focusing on character.
- C. Six to twelve page piece, focusing on character, setting, and plot.

2. Reading: 30 hours out-of-class work

The student will read three student short stories per week, preparing both written and oral critiques based upon character, plot, setting, point of view, tone, style, irony, symbolism, and commerciality.

3. Research: 26 hours out-of-class work

The student will research articles on writing and gather information about conferences, publications, writing groups, and publishers.

TOTAL 96 hours

STANDARDS OF ACHIEVEMENT

List graded activities.

1. Three short stories written out of class.
2. Written critiques of student stories.
3. Oral critiques of student stories.
4. In-class writing exercises.

The analysis and interpretation of the short story require a variety of critical thinking skills. Students must do the following:

1. Identify and respond to the writer's central prupose.
2. Determine the artistic assumptions implicit in the content and structure of the short story.
3. Apply criteria of artistic excellence.
4. Discover the importance and utility of their own experience in the world as a tool for criticizing the short story.
5. Distinguish between their own responses to a work and the work itself.
6. Identify levels and shades of meaning in figurative language and in literary symbols.
7. Predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions.

8. Recognize the close relationship or identity of form and content in literature.

How will student learning be assessed? (Multiple measures must be used.)

Assessment tools may include:

1. Short stories assessed by instructor
2. Writing portfolio
3. Peer evaluation
4. Self-assessment
5. Responses to reading through journals assessed by instructor for content
6. Oral presentations evaluated by self, peers, and instructors
7. Workshop participation assessed by peer, self and instructor

Grade

- A... indicates complete and effective application of all elements taught
 B... indicates substantial understanding of the elements and above-average, consistent application
 C... indicates average comprehension by inconsistent application of the elements
 D... indicates incomplete understanding and inability to apply the elements taught
 F... indicates failure to complete all assignments

The instructor will indicate the weighting of the graded activities on his/her individual course overview.

Supplemental Forms

Requisite Approval Form

Type of Requisite
 Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist
 Supplemental Comments:

Honors

Additional and advanced components that will be covered in this honors
 Additional measurable instructional objectives that the honors student will be expected to accomplish.
 Additional reading, writing, and special projects in this honors course will require students to:
 Augmented critical thinking skills the honors student will develop.

Non-Credit Course Self-Assessment

Date Approved by System Office	
Last Reviewed by C&IC	
Instructor met min qualifications	No
Instructor provided immediate supervision/control	No
Students do not exceed allowable class hours	No
Instructor monitors computer lab/library usage	No
Student initiates course enrollment	No
Students informed when enrolled	No

All other noncredit requirements
satisfied No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course
listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

New Course Proposal Form

Course Title	ENGL 211 - Creative Writing I/Fiction
Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No
Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	