



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW:**  
2010-2011

**NEXT REVIEW:**  
2015-2016

**STATUS:**  
A

**COURSE TITLE:** Creative Writing I

**COMMON COURSE NUMBER:** CRW1001

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: 48      Lab:

Clinic:              Other:

**PREREQUISITE(S):** Eligibility for ENC1101

**COREQUISITE(S):**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):* The course is structured toward producing literary fiction, poetry, dramatic forms, creative non-fiction and other original expression. Student writing will be the primary basis for critical discussion with emphasis on fundamental aspects of poetry, fiction, and/or drama, as illustrated in master writers' work and demonstrated in student work. Lectures, readings, craft analysis, discussions, exercises and workshops provide students with the opportunity to develop the craft of creative writing. A student must earn a grade of "C" or higher to meet the requirements of the Gordon rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

## UNIT TITLES

1. Discovery, Invention, Creation, and Revision
2. Understanding and Creating Fiction
3. Understanding and Creating Poetry
4. Understanding and Creating Other Literary Forms and Genres
5. Workshopping, Publishing, and Performing

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.6, 2.1, 3.1, 3.1.1, 4.1, 4.2, 5.1, 5.2, 5.5
<b>2. Write clearly and coherently**</b>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 5.4
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	1.6 (d), 2.1 (d), 2.6 (d), 3.1.1 (d), 3.8 (d), 4.1 (d), 4.2 (d), 5.6 (d)
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	2.1, 2.4, 2.6, 3.1, 3.8, 4.1, 4.4, 5.0, 5.1, 5.5, 5.6
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.

- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.
- g) **Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one’s ability to analyze the issues, make the connections between humans’ decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one’s professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0, 1.1, 1.2, 1.3, 1.4, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.0, 3.2, 3.3, 4.4, 3.5, 3.6, 3.7, 3.8, 4.0, 4.1, 4.3, 5.4
2. Short essays	2.1, 3.1, 4.1, 4.2
3. Research Papers	2.1, 3.1, 4.1
4. Group projects	2.1, 3.1, 3.1.1, 4.1, 4.2, 5.1, 5.2, 5.5, 5.6
5. Discussions (In class and online)	1.1, 2.1, 2.5, 3.1, 4.1, 4.3, 5.1, 5.2
6. Multiple Choice tests	2.1, 2.5, 3.1, 3.4, 4.1, 4.3
7. Presentations	2.1, 3.1, 4.1, 5.1, 5.2, 5.4, 5.5
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	2.1, 2.5, 3.1, 3.4, 4.1
10. Take-home tests	2.1, 2.5, 3.1, 3.4, 4.1, 4.3
11. Summaries, critiques, and analyses	2.1, 2.5, 3.1, 3.4, 4.1, 4.3, 5.1, 5.5, 5.6
12. Reaction papers	2.1, 2.5, 3.1, 3.4, 4.1, 4.3, 5.1
13. Surveys	
14. Performance	5.6
15. Short answer tests	2.1, 2.6, 3.1, 3.8, 4.1, 4.3
16. Classroom debates and colloquia	1.1, 2.1, 2.5, 3.1, 3.4, 4.1, 4.4, 5.1, 5.2
17. Blogs, wikis, web pages	1.1, 2.1, 2.5, 3.1, 3.4, 4.1, 4.3, 5.1, 5.2, 5.2.2
18. Other: Peer critique, Readings, literary journal submission; writing contests	5.1, 5.5, 5.6

Common Course Number: CRW1001

**UNITS:**

**Unit 1 Discovery, Invention, Creation, and Revision**

**General Outcome:**

- 1.0 The student shall develop strategies for locating and collecting source materials that inform the creative process; employ the use of concrete imagery and other techniques for re-creating experience; and apply strategies of revision to original drafts.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1 Employ the imagination, observation and direct experiences in a multi-faceted world to create works of literary art**
- 1.2 Apply the steps of the creative process – invention, drafting, revising, editing and proofreading – to the process of crafting original work**
- 1.3 Generate topics for writing through activities such as freewriting, brainstorming, journaling, interviewing, reading, researching, listing, writers’ podcasts, or modeling**
- 1.4 Compose drafts of original works based on and informed by the discovery and invention process**
  - 1.4.1 Apply such techniques as the pyramid and snowflake methods of plot construction**
  - 1.4.2 Write character synopses or snapshots**
- 1.5 Apply a variety of revision techniques to working drafts, such as reframing, restructuring, editing, and proofreading to produce original works of poetry, fiction, dramatic vignette and other literary forms**
- 1.6 Recognize and apply the writing prompts and strategies of creative writers and teachers; examples of masters in this area may include Cameron, Goldberg, and Lamott, among others.**

Common Course Number: CRW1001

## Unit 2 Understanding and Creating Fiction

### General Outcome:

- 2.0 The student shall read and examine elements of fiction such as plot structure, setting, narrative point of view, conflict, character development, and dialogue and will compose prose that demonstrates an understanding of various techniques of fiction.**

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Analyze and critically respond to short stories by master writers such as Chekhov, Chopin, Borges, Achebe, Hemingway, Carver, Atwood, Allende, Danticat, and Adichie, among others, in order to better comprehend short story structures and strategies for creating short stories.**
- 2.2 Construct and employ the elements of linear and non-linear story structure**
- 2.2.1 Create the narrative of a story using the pyramid model to show the complication, rising tension, conflict, climax, falling action, resolution, and dénouement**
- 2.2.2 Identify a non-linear story structure that does not conform to a pyramid model**
- 2.3 Construct and employ the elements of characterization**
- 2.3.1 Create a character's motive for action or inaction**
- 2.3.2 Employ coherent, realistic dialogue that is "in character" and reveals the character**
- 2.3.3 Devise properly formatted dialogue that creates a dramatic impact**
- 2.3.4 Create subtext through the interplay of characters' dialogue**
- 2.4 Construct and employ nuanced elements of setting**
- 2.4.1 Convey the physical surroundings in the story**
- 2.4.2 Create a cultural context for a story**
- 2.5 Demonstrate the narrative arc within a story**
- 2.5.1 Select an appropriate point of view from which to narrate the story and manage shifting points of view**
- 2.5.2 Discern the plot's progression within a story**
- 2.5.3 Select details appropriate to advance the plot**
- 2.5.4 Begin chronologically or *in medias res***
- 2.5.5 Use time as sequential**
- 2.5.6 Use flashback technique**
- 2.5.7 Create a satisfying ending without predictable devices**

- 2.6 Relate a cultural and aesthetic sensitivity when creating original stories on timeless or contemporary issues with dialogue and/or dialect that shows an appreciation for human diversities and commonalities**

Common Course Number: CRW1001

### Unit 3 Understanding and Creating Poetry

#### General Outcome:

- 3.0** The student shall read and examine elements of poetry such as figurative language, forms, and content and will create poetry that demonstrates these elements.

#### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Appraise and critically respond to poetic structures by such poets as Neruda, Komunyakaa, Stafford, Olds, Hernández Cruz, Forché, Kinnell, Lorde, and Lux, among others.
- 3.1.1** Connect individual poet(s), poem(s) to specific historical/socio-political schema to create deeper understanding of individual text
  - 3.1.2** Interpret key lines, motifs, or poetic passages for possible thematic comparisons during literary analysis
  - 3.1.3** Emulate master writers to better understand the technical crafting required of a work of literary merit
- 3.2** Employ the quality of poetic voice
- 3.2.1** Use such techniques as persona ('mask') or dialogue
  - 3.2.2** Assume a role or imitate the speech of a person in a particular situation, using idiom and vernacular
- 3.3** Construct poems in the narrative, lyric or dramatic tradition
- 3.3.1** Apply appropriate subjectivity, imagination, and emotion
  - 3.3.2** Select rhyme scheme as appropriate to desired form
- 3.4** Construct other patterns of verse that employ fixed, open, or syllable-count verse forms such as sonnet, pantoum, haiku, villanelle, and sestina
- 3.5** Construct poems that employ figures of speech such as metaphor and extended metaphor, symbolism, allusion, and irony
- 3.6** Construct free verse or rhyming poems that employ rhythm, appropriate diction, and texture
- 3.7** Construct poems using concrete language that appeals to sound and sight
- 3.7.1** Employ the multiple use of concrete imagery and other techniques for re-creating the experience of the five senses
  - 3.7.2** Employ shapes, sizes, and colors in re-creating sights
  - 3.7.3** Employ tone, melody, and volume in re-creating sounds
- 3.8** Relate a cultural and aesthetic sensitivity when creating poems on a variety of themes from social and environmental justice issues to the immigrant experience
- 3.8.1** Recognize the values that underlie professional or peer work
  - 3.8.2** Evaluate the standard of skill and beauty of the figurative language used

**Common Course Number: CRW1001**

**Unit 4 Understanding and Creating Other Literary Forms and Genres**

**General Outcome:**

- 4.0 The student shall read other literary forms such as drama, screenwriting, and creative nonfiction with such sub-genres as dramatic vignettes, autobiography, memoir, meditations, examining the applicable literary elements as a foundation for creating work that demonstrates these elements.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Analyze and critically respond to plays, treatments for film, and works of creative nonfiction by established and contemporary writers such as Albee, Mamet, Ephron, Wilson, Dillard, Berry, and Sebold, among others.**
- 4.2 Comprehend and apply the theories of screenwriting structure and literary conventions by such writers as Goldman, Cody, Field, McKee, Vogel, and Campbell, among others**
- 4.3 Create and produce works representative of such forms as memoir, essay, the short play, dramatic scenes, and screen treatments**
- 4.4 Relate cultural and aesthetic sensitivity when creating plays, treatments for film, and creative nonfiction**

Common Course Number: CRW1001

## Unit 5

### General Outcome: Workshopping, Publishing, and Performing

- 5.0** The student shall collaborate with other writers to practice for audiences in real world, culturally diverse contexts.

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1** Appraise the creative works of class peers individually and collaboratively in face-to-face and online workshop settings
- 5.2** Examine markets for publication such as college literary magazines, newspapers, writer's blogs, websites, wikis, e-zines and other online forms of e-publishing
  - 5.2.1** Identify and evaluate sources such as *Poets and Writers* magazine, the *AWP Writer's Chronicle*, and *Writer's Digest*,
  - 5.2.2** Identify online market lists
- 5.3** Distinguish between self-publishing and subsidy publishing
- 5.4** Compose cover letters, query letters, and revised manuscripts for submission
- 5.5** Evaluate and synthesize critiques of original work within a community of diverse peer-writers
- 5.6** Participate in literary events such as college and community readings, performances, and writing contests or prizes
  - 5.6.1** Analyze an audience's response to and questions of a master writer's reading
  - 5.6.2** Construct a review of a public literary event