

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

CRTW 537

COURSE TITLE

WRITERS WORKSHOP – OA

ALTERNATE TITLE(S):

WRITING IN THE DIGITAL AGE-OA  
A CREATIVE NONFICTION WRITING-OA  
FICTION WRITING-OA  
CREATIVE WRITING - OA  
POETRY WRITING – OA  
WRITING FOR CHILDREN - OA

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course is designed to meet the interests of adults (55+) in writing short stories, novels, poetry, memoirs, and articles for publication, personal use, or self-improvement. Students will learn creative writing techniques in various genres, analyzing literature from around the world, critiquing writings of peers as well as developing digital writing skills. (FT)

LECTURE/LABORATORY HOURS

54 – 108

ADVISORIES

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility

SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

2. Effective Communication

SDCCE students demonstrate effective communication skills.

3. Critical Thinking

SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

5. Diversity, Equity, Inclusion, Anti-racism and Access

SDCCE students critically and ethically engage with local and global issues using principles of equity, civility, and compassion as they apply their knowledge and skills: exhibiting awareness, appreciation, respect, and advocacy for diverse individuals, groups, and cultures.

## COURSE GOALS

1. Learn to interpret, analyze and critique a piece of writing.
2. Develop skills to recognize writing genres.
3. Gain knowledge of writings from different cultures and eras.
4. Understand the techniques necessary to compose an original piece of writing in nonfiction, memoir/personal narrative, poetry and/or fiction genres.
5. Develop a personal writing style.
6. Learn how to compose and publish an original literary work.
7. Learn digital writing skills.
8. Learn to distinguish between personal writing and publishable writing and learn about benefits of both forms of expression.
9. Learn strategies and techniques to incorporate research into nonfiction and creative works.

## COURSE OBJECTIVES

Upon successful completion of the course the student will be able to:

1. Compose original work and clearly articulate thoughts and ideas in writing.
2. Utilize creative writing techniques.
3. Develop strategies to achieve attainable writing goals.
4. Identify creative writing genres.
5. Analyze and critique works including content, craft, style, perspective, and theme.
6. Identify and compare writing styles and genres from various cultures and eras.
7. Demonstrate appropriate use and application of digital writing techniques.
8. Demonstrate an understanding of the publication process.

## **SECTION II**

### **COURSE CONTENT AND SCOPE**

1. Creative Writing Techniques
  - 1.1. Dialogue
  - 1.2. Characterization
  - 1.3. Point of view and voice
  - 1.4. Structure
  - 1.5. Setting
  - 1.6. Imagery
  - 1.7. Style
2. Creative Writing Genres
  - 2.1. Non-fiction
    - 2.1.1. Memoir
    - 2.1.2. Biography
    - 2.1.3. Literary journalism
    - 2.1.4. Travel writing
    - 2.1.5. Food writing
    - 2.1.6. Lyric Essays
    - 2.1.7. Personal Essays
    - 2.1.8. Humorous writing
  - 2.2. Fiction
    - 2.2.1. Short story
    - 2.2.2. Novels
    - 2.2.3. Flash fiction
  - 2.3. Poetry
    - 2.3.1. Free Verse Poetry
    - 2.3.2. Formal Poetry
    - 2.3.3. Experimental Poetry
    - 2.3.4. Prose Poetry
  - 2.4. Drama
    - 2.4.1. Playwriting
    - 2.4.2. Screenwriting
  - 2.5. Writing for children
    - 2.5.1. Picture book
    - 2.5.2. Chapter books
  - 2.6. Nontraditional and mixed forms
3. Research, Analysis and Critique of International Literature
  - 3.1. Content
  - 3.2. Craft
  - 3.3. Technique
  - 3.4. Perspective and point of view
  - 3.5. Style
  - 3.6. Theme

4. Publication
  - 4.1. Literary journals
    - 4.1.1. Standard practices
    - 4.1.2. Equitable practices
  - 4.2. Work submittal
    - 4.2.1. Cover letters
    - 4.2.2. Equitable practices
    - 4.2.3. Standard manuscript format
    - 4.2.4. Research publication markets
  - 4.3. Other avenues to publication
5. Digital Writing
  - 5.1. Online articles
  - 5.2. Emailing
  - 5.3. Texting
  - 5.4. Tweeting
  - 5.5. Blogging
  - 5.6. Social media

### APPROPRIATE READINGS

Reading assignments may include, but are not limited to the following:

1. Instructor prepared materials.
2. Instructor selected websites.
3. Publications related to creative writing.
4. Research articles.
5. Literature of various genres from around the world.
6. Literature related to creative writing.

### WRITING ASSIGNMENTS

Writing assignments may include but are not limited to the following:

1. Composing original literary works (e.g., fiction, nonfiction, autobiography, articles, poems, etc.).
2. Create a list of attainable goals to achieve an original piece of writing.
3. Maintain a personal plan of daily or weekly writing activities.
4. Contribute and respond to peers and instructor on discussion board, chat box, emails or other.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to the following:

1. Reading published pieces of literature assigned for discussion in class.
2. Read, listen, and or watch articles and videos of other authors presenting their work.

3. Incorporate new forms of writing exercises into daily/weekly activities that increase one's ability to attain established goals.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Students will engage in class activities and assignments that will enhance their abilities to make informed decisions in today's world of literature and writing processes. These assignments may include, but are not limited to, the following:

1. Design and continuously re-evaluate a personal writing plan or project using strategies learned in class.
2. Compose an original piece of writing (e.g., fiction, nonfiction, poetry, etc.).
3. Read and analyze a piece of published work in terms of content, technique, craft, style, perspective, and theme for discussion in class.
4. Read and analyze an unfinished piece by peers; in terms of content, technique, craft, style, and theme; and clearly articulate the piece's strengths and formulate concrete and constructive suggestions.

### EVALUATION

Students will be evaluated based on some or all of the following criteria:

1. Regular attendance, participation in class exercises and activities.
2. Students' development of personal goals and achievement of goals.
3. Ability to provide constructive criticism of works by peers and professional authors.
4. Students' ability to evaluate themselves in terms of improvement on performance criteria and objectives.
5. Pre- and post-assessments of students' level of writing proficiency.

### METHOD OF INSTRUCTION

The primary methods of instruction will include, but are not limited to:

1. Demonstrations and presentations
2. Instructor feedback
3. Classroom discussions
4. Lecture/lab
5. Field trips
6. Guest speakers
7. Audio-visual aids and presentations
8. Individual/independent study
9. Instructor lead

This course is designed with a focus on increasing equity and student success. Instructors adhere to the San Diego College of Continuing Education policies related to encouraging equity in courses in in-person and online learning modalities. Instructors implement the principles of student equity by understanding identity and implicit bias in the classroom. Create engaging home pages, course outlines, course content, learning strategies, transparent assignments, and quizzes, which are designed and implemented with equity in mind. Instructors include accessibility options for students with disabilities or others who prefer alternate format materials. Instructors create an inclusive and empowering learning environment for all students, be it online or in-person.

This course, or sections of this course, may be offered through distance education.

### TEXTS AND SUPPLIES

The instructor will provide a copy of the course syllabus and all relevant handouts and reading materials. Additionally, the instructor will supply links to videos, articles, books and websites and/or Apps for further learning which are appropriate to the course topics. All content will include increased accessibility options. Students will supply necessary equipment (e.g., computer, tablet, smartphone, etc.) as suggested in each class syllabi.

*In the Palm of Your Hand: A Poet's Portable Workshop*, Steve Kowit, Tilbury House Publishers, current edition

*The Making of a Story: A Norton Guide to Creative Writing*, Alice LaPlante, W. W. Norton & Company, current edition

*A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry*, Mary Oliver, Mariner Books, current edition

*The Poet's Companion: A Guide to the Pleasures of Writing Poetry*, Kim Addonizio and Dorianne Laux, W. W. Norton & Company, current edition

*Points of View: An Anthology of Short Fiction*, James Moffett, Berkley, current edition

*What If? Writing Exercises for Fiction Writers*, Anne Bernays and Pamela Painter, William Morrow Paperbacks, current edition

*The Art & Craft of the Short Story*, Rick DeMarinis, Open Road Distribution, current Edition

"Why Poetry," Matthew Zapruder, Ecco, Current Edition

*Old Friend From Far Away: The Practice of Writing Memoir*, Natalie Goldberg, Atria Books, current edition

PREPARED BY James Smith DATE August 1, 1986

REVISED BY Instructional Services/SLO's Added DATE May 7, 2015

REVISED BY Tara Gilboy and Esteban Alvarado DATE March 7, 2018

REVISED BY Tara Gilboy, Esteban Alvarado, Claudia Tornsäuer DATE June 1, 2023

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Instructors must meet all requirements stated in Policy 5500 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

#### REFERENCES:

San Diego Community College District Policy 5500  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog