



## INSTITUTIONAL STUDENT LEARNING OUTCOMES

### 4. Personal and Professional Development

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

## COURSE GOALS

1. Learn how to write creatively, experimenting with variations of grammar, syntax, and tone
2. Understand the difference between different types of creative writing (i.e. poetry vs short story).
3. Gain experience writing creatively, using different styles and with different purposes.
4. Learn how to communicate personal emotions, experiences and feelings through writing, developing a voice as a writer.
5. Learn how to edit a piece of writing in an effective way.
6. Learn how to build and organize a portfolio of work.

## COURSE OBJECTIVES

1. Demonstrate ability to communicate feelings and emotions through writing.
2. Write in a variety of creative styles (poetry and prose).
3. Employ creative writing skills, such as rhetorical devices and specific poetry/prose structures, in their work.
4. Demonstrate ability to meaningfully peer and/or self-edit a piece of writing, reflecting on its purpose and message.
5. Develop personal writing style/voice.
6. Build a portfolio of writing and reflect on its contents.

## SECTION II

### COURSE CONTENT AND SCOPE

1. Creative Writing
  - 1.1. Acknowledging emotions
  - 1.2. Effectively communicating with others
  - 1.3. Taking creative risks in writing
  - 1.4. Showing different perspectives/experiences
2. The Difference Between Poetry and Prose
  - 2.1. Poetry
    - 2.1.1. Rhyming
    - 2.1.2. Other
  - 2.2. Prose
3. Reading Poetry
  - 3.1. The importance of the auditory and visual in poetry
  - 3.2. Learning terminology
  - 3.3. Understanding figurative language
  - 3.4. Analyzing figurative language in poetry
  - 3.5. Interpreting author's message

### COURSE CONTENT AND SCOPE (CONTINUED)

4. Writing Poetry
  - 4.1. Experimenting with rhyming styles and structures
  - 4.2. Non-rhyming/free form
5. Reading Creative Prose
  - 5.1. Analyzing structure
    - 5.1.1. Chronological
    - 5.1.2. Flashback
    - 5.1.3. Narration style
  - 5.2. Analyzing characterization
    - 5.2.1. Dialogue
    - 5.2.2. Relationships
    - 5.2.3. Non-verbal descriptors/behavior
  - 5.3. Identifying symbolism
  - 5.4. Analyzing imagery
  - 5.5. Interpreting author's message
6. Writing Creative Prose
  - 6.1. Choosing a style
    - 6.1.1. Script writing
    - 6.1.2. The short story
    - 6.1.3. Writing children's stories
    - 6.1.4. Vignette
  - 6.2. Building your voice
  - 6.3. Experimenting with structure
  - 6.4. Considering your message
7. Editing/reflecting on Writing
  - 7.1. Peer editing
  - 7.2. Conferencing
    - 7.2.1. Peer
    - 7.2.2. Instructor
  - 7.3. Leaving meaningful feedback
    - 7.3.1. What is useful/not useful feedback
    - 7.3.2. How to leave feedback in a respectful way
  - 7.4. Reflecting on writing
    - 7.4.1. Critically examining a portfolio of personal work
    - 7.4.2. Sharing work with an audience

### APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, instructor-written materials and materials designed for students with disabilities, instructor-selected URLs, novellas, novels, screenplays, or anthologies demonstrating any of the various genres of creative writing covered in class, and publications relating to creative writing.

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, journaling, reflection papers, and various forms of poetry, short story writing, script writing, or any other form of creative prose.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference resources, completing projects, journal entries, and writing assignments such as brainstorming, outlines, rough, or final drafts of poems, short stories, scripts, or any other creative writing prompt.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking include, but are not limited to, crafting a piece of creative writing (to be assessed by rubric), completing individual activities based on examples and readings that demonstrate applied knowledge learned in class, and an end-of-course reflection in which students look back at their portfolio of work and determine strengths and areas of improvement.

### EVALUATION

Evaluation will occur based on the completion of any combination of pre and post assessments, rubric-based assessments, class participation, journal entries, creative writing in the form of poetry/short story/script writing, homework assignments, classwork, individual and group activities requiring applied knowledge from skills learned in class, portfolio assignments, reflections, timeliness, and attendance.

### METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to: lecture, group and individual instruction via class discussion, group activities, teacher conferencing, laboratory, audio-visual aids, computer-aided discussion, guest speakers, and field trips.

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

### TEXTS AND SUPPLIES

*On Writing: A Memoir of the Craft*, Stephen King, Scribner, current edition  
*Bird by Bird: Some Instructions on Writing and Life*, Anne Lamott, Anchor Books, current edition  
*The Elements of Style*, William Strunk, The Elements of Style Press, current edition

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DATE: 4/4/2018

REVISED BY: \_\_\_\_\_

DATE: \_\_\_\_\_

Instructors must meet all requirements stated in Policy 3100 (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 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog