ENGL 4A Course Outline as of Spring 2000

CATALOG INFORMATION

Dept and Nbr: ENGL 4A   Title: BEG CREATIVE WRIT
Full Title: Beginning Creative Writing
Last Reviewed: 2/6/2023

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00		Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00		Lab Scheduled	0	6	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	3.00		Contact Total	52.50
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00   Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
Study and writing of short fiction, poetry, or drama. Content and emphasis of particular sections specified in the English Department's course description bulletin "A Hundred Doors" issued every year.

Prerequisites/Corequisites:
Completion of ENGL 100 or ESL 100.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Study & writing of fiction, poetry, drama, and/or non-fiction prose. (Grade or P/NP)
Prerequisites/Corequisites: Completion of ENGL 100 or ESL 100.
Recommended:
Limits on Enrollment:
Transfer Credit: CSU;UC. (CAN ENGL6)
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:
CID Descriptor:ENGL 200   Introduction to Creative Writing
SRJC Equivalent Course(s):   ENGL4A

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:
READING: English 4A is a creative writing workshop and thus focuses on the student's writing as texts to be evaluated in classroom discussions. From reading published and student work in the genres of fiction, poetry, drama, and/or non-fiction prose, student will learn to:
1. Recognize and articulate the fundamental craft features of a literary text.
2. Recognize and articulate the relationship between craft and meaning in a literary text.
3. Identify and articulate alternative craft behaviors available to the writer of a piece.
WRITING: Students will write each week in the genres of fiction, poetry, drama, and/or non-fiction prose.

Topics and Scope:

Note: the following represents general criteria and typical content. Particular themes and emphases are published each year in the English Department bulletin, A HUNDRED DOORS.
READING:
1. Students read examples of published work in the genres of fiction, poetry, drama, and/or non-fiction prose.
2. Readings are followed by discussion and instruction, so students might learn the craft and standards of the genres' professional writers.
3. Students read examples of work in the genres of fiction, poetry, drama, and/or non-fiction prose by their classmates.
4. Readings are followed by discussion and instruction, so students might learn the craft of the genres.
WRITINGS: 1. Students write weekly in the genres of fiction, poetry,

drama, and/or non-fiction prose.
2. Revision skills are taught, using writers' workshop methods or individual conferences/tutorials.

Assignment:

Note: The following represent tupes of assignments in English 4A.
WRITING:
1. Students are asked to write a poem in an established form, for instance an Italian or Petrarchan sonnet.
2. Students are asked to write a poem with a controlling metaphor.
3. Students are asked to develop a character through description (third person narrator without omniscience).
4. Students are asked to develop conflict between two characters through dialogue.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework	Writing 80 - 90%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances	Skill Demonstrations 0 - 10%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%

Representative Textbooks and Materials:
Behn, Robin and Chase Twichell, eds. THE PRACTICE OF POETRY. New York: Harper, 1992.
Bernays, Anne and Pamela Painter. WHAT IF?: WRITING EXERCISES FOR FICTION WRITERS. New York: Harper, 1995.

Burke, Carol and Molly Best Tinsley. THE CREATIVE PROCESS. New York:
    St. Martin's, 1993.
DeMaria, Robert. THE COLLEGE HANDBOOK OF CREATIVE WRITING. 3rd ed.
    Fort Worth: Harcourt, 1998.
Gardner, John. THE ART OF FICTION. New York: Vintage, 1991.
LeGuin, Ursula K. STEERING THE CRAFT. Portland, OR: Eighth Mountain
    Press, 1998.
Lopate, Phillip, ed. THE ART OF THE PERSONAL ESSAY. New York: Anchor/
    Doubleday, 1995.
Minot, Stephen. THREE GENRES: THE WRITING OF POETRY, FICTION, AND
    DRAMA. 6th ed. Upper Saddle River, NJ: Prentice, 1998.
Ueland, Brenda. IF YOU WANT TO WRITE. 2nd ed. Saint Paul: Greywolf,
    1987.