

Request for Courses in the Core Curriculum

Originating Department or College: Department of Humanities, College of Arts and Sciences

Person Making Request: Dr. Suzette Marie Bishop

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Course Number and Title: ENGL 2307, Introduction to Creative Writing

Please attach in separate documents:

N/A Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes (SLOs) for the course (i. e., what students should know and/or be able to do as a result of taking this course) and include the Core Curriculum Objectives (CCOs) addressed.

1. Students will demonstrate knowledge of and competence in the use of literary elements, techniques, form, and voice in fiction, poetry, and nonfiction.
2. Students will peer-review each other's writing during workshop discussions, gaining an understanding of this practice as an essential part of revising and communicating effectively with an audience/reader.
3. Students will respond to sample readings in creative and critical ways in order to demonstrate incipient command of strategies and techniques that they will apply to their own development as writers.

Core-Curriculum Objectives addressed by the Student Learning Outcome(s):

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1, 2, 3)
2. Communication Skills: includes effective written, oral, and visual communication. (SLOs # 1, 2, 3)
3. Teamwork: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLOs # 2, 3)
4. Social Responsibility: Includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs # 1, 3)

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Personal Responsibility

Written Communication

Social Responsibility

Oral Communication

Visual Communication

Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

A two-page Reflective Statement is written and presented by students as part of the final exam for the course. Students will be asked to evaluate their writing development over the course of the semester and analyze what they have learned and applied from assigned readings. In addition, students must propose innovative ways creative writing might be used to explore social responsibility or serve communities in socially responsible ways, reflecting on examples from readings and performance-poetry videos.

The Reflective Statement will be submitted for assessment. A modified version of the university-wide Core Curriculum Critical Thinking Rubric will be used by the instructor to assess the Reflective Statement based on the critical thinking outcomes of “creative thinking, innovation, analysis, evaluation, and synthesis of information.” The instructor will submit these rubric scores for core-curriculum assessment.

Communication Skills:

Writing Assignment #4 is a three-to-five-page creative nonfiction essay assignment. Students are given a choice of prompts to write a nonfiction essay in the personal-essay subgenre and to incorporate visual elements into the essay.

A revision of Writing Assignment #4 will be submitted for assessment of both written and visual communication. A slightly modified version of the WIN Rubric will be used by the instructor to assess the essay. The WIN Rubric domains of focus, organization/development, sentence structure/style, and grammar/mechanics include the communication outcomes of “effective development, interpretation and expression of ideas through writing.” The domain of research will be omitted and visual communication added to the rubric as a scoring criterion. The instructor will submit these rubric scores for core-curriculum assessment.

Empirical & Quantitative Skills: N/A

Teamwork:

Students work with the same small group during workshop sessions to peer review each others’ drafts. Occasionally, groups are also assigned discussion questions based on readings, and their answers must be presented to the class or they are assigned a group-written exercise to share with the class.

“Ability to consider different points of view and work effectively with others to support a shared purpose or goal” will be assessed using a modified version of the Core Curriculum Teamwork Team Member Critique Sheet (since they will be in the same small group throughout the semester). The Critique Sheet will be administered by the instructor at the end of the semester so that team members can evaluate themselves as well as group members. The Critique Sheets will be submitted for core-curriculum assessment.

Personal Responsibility: N/A

Social Responsibility:

The same assignment submitted for “Critical Thinking,” the Reflective Statement, will be submitted for assessment of social responsibility. For the statement, students are asked to propose innovative ways creative writing might be used to explore social responsibility or serve communities in socially responsible ways, reflecting on examples from readings and performance-poetry videos.

The Reflective Statement will be assessed by the instructor using a modified version of the university-wide Core Curriculum Social Responsibility Rubric based on the social responsibility outcomes of “intercultural competence, knowledge of civic responsibility, ability to engage effectively in regional, national and global communities.” Rubric scores will be submitted for core-curriculum assessment.

Will the syllabus vary across multiple sections of the course? ___ Yes __X_ No

If yes, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core Curriculum Committee on March 29, 2013.