# **COURSE SPECIFICATION DOCUMENT**

# **NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	General Education Department	
Programme:	Combined Studies	
FHEQ Level:	3	
Course Title:	Writing From the Creative Impulse	
Course Code:	ENG 3195	
Course Leader:	Anna Stearman	
Student Engagement Hours:	120	
Lectures:	5	
Seminar / Tutorials:	5	
Guided Writing Workshops:	15	
Critical Feedback Workshops:	15	
Fieldtrips:	5	
Independent / Guided Learning :	75	
Semester:	Fall, Spring	
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits	

#### **Course Description:**

During interactive class sessions, student creative writing is instigated, developed and refined. As part of this process, similarities and differences between academic and creative writing are identified. Through a range of class activities that explore the creative impulse and foster engagement with a variety of texts as springboards, students are steered through multiple drafts of their work towards the attainment of a professional level of written presentation. Each student creates a portfolio of work during the semester and this is assessed at the end of the course.

## Pre / co-requisite: ARW 3195

#### Aims and Objectives:

The principal aim of this course is to enable students to develop strategies for becoming "inspired"; for harvesting and organizing elements from experience and imagination into possibilities for writing projects; for beginning new poems, stories and other texts from scratch. In order to achieve this, the secondary aim is for students to produce the raw material or *beginning* of something, which they will draft into pieces of creative writing, e.g., a poem, short story, prose poem, play, at their own pace, for submission at a later

date during the semester. An affective aim is for students to acquire the skills to *enjoy* writing, which will have a positive effect on other areas of study, and will enrich the successful student's experience of his or her degree as a whole.

# **Programme Outcomes:**

3Bi, 3Ci, 3Di.

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

## Learning Outcomes:

By the end of the course, successful students should be able to

- use a range of "starting" strategies to generate a series of texts, while identifying personal creative processes to ensure task criteria are met.
- analyse poetry and fiction texts, to inform choices available for solving problems of composition and structure in the texts under construction.
- give and receive appropriate feedback on creative drafts during workshops, directed at developing the drafts further into more complete and communicative pieces.
- assemble a portfolio of their own writing, communicating effectively in given critical, fiction and poetry formats
- engage actively with texts, analysing a range of information using pre-defined criteria, in order to generate and expand an awareness of reader expectations

# **Indicative Content:**

- Processes of inspiration
- Found poetry
- Character, time and place in the short story
- Flash-fiction and the prose poem
- Writing beginnings opening the door
- Writing endings closing the door
- The line v. the sentence
- Revision techniques

#### Assessment:

This course conforms to the Richmond University Writing Intensive Assessment Norms approved by the Academic Council on 28 June 2012

The course is evaluated as follows:

Summative Assessment Items	Weighting
Preliminary Portfolio	30%
Final Portfolio	40%

Reader / Learner diary	20%
Author's note	10%

## **Teaching Methodology:**

This course is taught as a workshop in which reading and discussion of peer work, sharing works and ideas in groups, and receiving both peer and instructor feedback are all central to the process. In the workshop, participants will be expected to act as a first audience for each other's work. Feedback will be used to let a writer know how much of the vision of the work has been communicated to the audience/reader. Members of the workshop are not expected to be literary critics, but fellow writers working on their craft; they are expected to conduct themselves accordingly. Workshop sessions will include the use of small-group tasks, observation exercises, (including at least one field trip), guided individual and small group writing exercises, timed writing exercises, reading and discussion tasks, co-authoring of texts, pair-work, peer-editing tasks and whole group feedback tasks. Students will be encouraged to write daily in their private writer's notebook in order to aid inspiration.

**IndicativeText(s):** A course reader will be provided.

Web Sites: www.poets.org/ www.brevitymag.com/ www.poetrylibrary.org.uk/ www.booktrust.org.uk/books-and-reading/short-stories/ www.theshortstory.net/

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Major or	Nature of Change	Date Approved &	Change
Minor		Approval Body (School	Actioned by
Change?		or LTPC)	Academic
			Registry

Change Log for this CSD: