American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
ENGL120
Creative Writing
3 Credit Hours
8 Weeks
Prerequisite: ENGL101

Table of Contents

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>Course Scope</td>
<td>Course Outline</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Policies</td>
</tr>
<tr>
<td>Course Delivery Method</td>
<td>Academic Services</td>
</tr>
<tr>
<td>Course Materials</td>
<td>Biography and Appendix</td>
</tr>
</tbody>
</table>

Course Description (Catalog)

This course will give those students who wish to pursue a creative flare, the opportunity to study the elements of fictional writing. After an introduction to each genre, students are given the opportunity to focus on poetry, fiction, or drama.

Table of Contents

Course Scope

ENGL120 will give those writers with a creative flare the opportunity to study the elements of good fictional writing. Students are encouraged to focus on their preferred genre--poetry, fiction, or drama for the final project. Leading up to the final project, students are exposed to three genres of creative writing. They are required to practice each genre with the expectation of learning about the overall creative process.

Beware: creative writing is not for the faint of heart!

The fundamental approach we are using in this course comes from Stephen King’s two-part writing philosophy: “Good writing consists of mastering the fundamentals (vocabulary, grammar, the elements of style) and then filling the third level of your toolbox with the right instruments. The second is that while it is impossible to make a competent writer out of a
bad writer, and while it is equally impossible to make a great writer out of a good one, it is possible, with lots of hard work, dedication, and timely help, to make a good writer out of a merely compete one” (142). This is our goal for this course. We will gather skills for creative writing and the knowledge to analyze and critique our own writing.

Since a course like this is generally completed through conferences, please feel free to contact me frequently. Drafts of your work will be reviewed by peers and the instructor to help you remain focused.

Table of Contents

Course Objectives

English Program Objectives
LO-1 Demonstrate the ability to effectively express ideas and evidence in writing
LO-2 Be conversant with representative literary texts and critical theory to enhance a lifelong learning process
LO-3 Conduct an analysis of a literary work and discuss the history and characteristics of various periods and genres
LO-4 Analyze written materials and examine the relevance of multiple interpretations in a diverse society
LO-5 Demonstrate knowledge of literature in the British and American canon and beyond, in order to apply their interpretations against their own cultural experience

ENGL120 Course Objectives
By the end of this course, students will:
- Be critical of language usage in poetry, fiction, and drama in published works, as well as their own creative pieces.
- Be able to use appropriate literary terminology in their correspondence and self-assessments.
- Be able to generate creative ideas quickly.
- Revise creative pieces for word choice and vivid description.
- Be able to identify a poem’s style.
- Write a collection of poetry.
- Write two short stories, each with developing storylines and characters.
- Write a one-act play.
- Promote a comfortable learning community in the classroom
- Develop a process for writing that will be useful when creating other academic writing assignments.
This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by Wednesday, Friday, and Sunday of each week** and include Forum Discussion Board questions (accomplished in groups through a threaded Forum discussion board), and individual assignments (submitted for review by the instructor). Assigned faculty will support the students throughout this eight week course.

### Table of Contents

#### Course Materials


#### Evaluation Procedures

You cannot fail if you conscientiously complete the requirements of this course, but an A grade means that the quality of your work, as well as the effort, have been exceptional.

Below is a list of assignments and their value:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry Unit Project</td>
<td>10%</td>
</tr>
<tr>
<td>Non-Fiction Short Story Unit Project</td>
<td>10%</td>
</tr>
<tr>
<td>Fiction Short Story Unit Project</td>
<td>10%</td>
</tr>
<tr>
<td>Drama Unit Project</td>
<td>10%</td>
</tr>
<tr>
<td>Final project</td>
<td>25%</td>
</tr>
<tr>
<td>Forum Participation</td>
<td>35%</td>
</tr>
</tbody>
</table>

Your final drafts will be graded according to the following standards:

<table>
<thead>
<tr>
<th>ADAPTATION FOR ENGL120</th>
<th>EXEMPLARY LEVEL 4</th>
<th>ACCOMPLISHED LEVEL 3</th>
<th>DEVELOPING LEVEL 2</th>
<th>BEGINNING LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Audience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing engages the reader with an original approach to the subject. It may encompass conflicting ideas and inspires the reader to contemplate the</td>
<td>The writing clearly goes beyond the minimum requirements of the assignment. It attempts to engage the reader through originality and</td>
<td>The writing meets the minimum requirements of the assignment. It offers insight into the subject</td>
<td>The writing fails to meet the minimum requirements of the assignment. It offers little insight into the subject and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relationship of complex ideas.</td>
<td>presentation of complex ideas.</td>
<td>through basic logic and the presentation of ideas based on some evidence.</td>
<td>has serious flaws in logic and omissions in evidence.</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td><strong>Original Idea and Support</strong></td>
<td>The writing has a clearly articulated original idea and is clearly supported with a creative perspective.</td>
<td>The writing has a clearly articulated idea supported by appropriate creative perspective. Minor gaps in logic may appear.</td>
<td>The writing has a clear idea. Logical approach may be one-sided or incomplete.</td>
<td>The writing may need a more clearly articulated idea and/or appropriate related subordinate ideas. Fuzzy logic may be evident and adequate supporting creativity is lacking.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The writing flows smoothly and logically from a well-defined idea. It contains an appropriate introduction, conclusion, and smooth transitions.</td>
<td>The writing is organized logically and flows well. An introduction and conclusion are evident, but transitions may be smoother.</td>
<td>The writing demonstrates rudimentary organization and logical structure, but ideas may be more fully developed and supported by more appropriate evidence.</td>
<td>The writing is noticeably lacking in organization. There is no clear introduction nor conclusion and ideas are neither carefully nor fully developed. Supporting evidence is clearly lacking.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>The writing engages the reader through an original style appropriate to the</td>
<td>The writing keeps the reader’s attention through a carefully crafted</td>
<td>The writing is clear but could be expressed in a style more</td>
<td>The writing lacks clarity and is sometimes</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Syntax/Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>subject.</strong> Language is precise. Sentences are varied but not noticeably so. Active voice is apparent. style. Language chosen is appropriate to the subject, but may call attention to itself in minor ways.</td>
<td>The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity. Main ideas are not lost in surrounding supporting evidence. The writing contains sentences that are complete or which imply unstated connections and/or conclusions. Main ideas can be distinguished from supporting evidence with some effort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing may exhibit a few minor errors in grammar or style, but do impair the flow of the reading. Most quoted material is properly documented and cited.</td>
<td>The writing contains some grammatical errors easily corrected by adherence to a uniform style throughout. Additional proofreading would help eliminate errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing could benefit from additional proofreading, as some errors impede the flow of the reading. Sources are documented and cited but need to show greater consistency.</td>
<td>The writing exhibits substantial errors in grammar and style so that the basic ideas are lost. Sources are overly quoted and not adequately documented nor cited.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing is free of grammatical, proofreading, and stylistic errors. All quoted material is properly documented and cited.</td>
<td>The writing is confusing and ambiguous owing to substantial errors of grammar and syntax. There is no evidence of proofreading, editing, or rewriting.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forum Expectations**

PLEASE NOTE: there are to be no attachments in the forums. All forum postings are to be directly in the Forum text box.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

This course expects you to participate and develop a community atmosphere in the classroom. The first assignment is a “checking-in” note to the class and the Instructor. Review the other Forum topics and participate according to the Forum schedule. Your participation is to be appropriate and supportive of your classmates.

To develop discussion in the Forum, respond to at least two classmates. I’m looking for academic discussion. We are here to give feedback, not just about the topic or classmates writings, but more importantly about the structure of their writings. “Good work” is insufficient feedback. Please review “Netiquette” under “Policies” in this syllabus.

A Note Regarding Peer Review Forums:
The Peer Review process can be a bit scary and unnerving for some, so please remember the purpose of them is to help one another. It is expected that you give constructive feedback regarding not just the topic, but more importantly about the construction and development of the piece being reviewed. As future famous writers, we need to be a little tough skinned, and assess the feedback in the spirit of help that is intended by the reviewer. In the end, it is up to the authors to decide if the feedback is something they want to incorporate into their piece. I am confident that by the end of this class you appreciate the value of the Peer Review and will have enjoyed them.

Table of Contents
Grading Scale
Please see the student handbook to reference the University’s grading scale.

Table of Contents
Course Outline
Assignment details are provided in the “Assignments” and “Lessons” sections

Eight Week Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s) The learner will:</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 1    | Introduction and Poetry Unit | Analyze fixed form poems from Chapter Twenty Five. Review the definitions of the vocabulary words. | Minot: Chapters 27-39  
King, First Forward, Second Forward, and Third Forward  
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td><strong>Poetry Unit Continued</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze a classmate’s poem against the assignment requirements and grading rubric.</td>
<td>Create a collection of sophisticated poetry based on personal experience.</td>
<td>Evaluate his/her personal poetry collection for sophisticated language and free verse form.</td>
</tr>
<tr>
<td></td>
<td>Forum: Post a poem</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Non-Fiction Unit and On Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflect on King’s writing and evaluate his suggestions against the learner’s writing practices.</td>
<td>Review the definitions of Non-fiction vocabulary terms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forum: On Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Non-Fiction/Fiction Unit Continued</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thoughtfully create round characters in their stories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minot: Chapters. Seven – Sixteen, and any stories in the book</td>
<td>Forum: Short Story Non-Fiction Draft</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS. | **Apply effective, meaningful dialogue in their stories.**
**Evaluate each other’s stories in a public environment using critical thinking peer feedback questions.**
**Consider and apply revision techniques to their literary pieces.** | **Peer Review the Non-fiction draft**
**Non-fiction Short Story Due** |
| | **Evaluate Chs. 24 & 25 in Minot.**
**Evaluate each other’s stories in a public environment using critical thinking peer feedback questions.**
**Consider and apply revision techniques to their literary pieces.** | **Minot: Chapters Seventeen – Twenty Six**
**Forum: Fiction Draft**
**Peer Review Fiction** |
| **5** | **Fiction Unit Continued** |  |
| | **Review the definitions of dramatic vocabulary terms.**
**Begin utilizing the Unique Aspects of Drama as they begin drafting their drama piece.**
**Apply effective, meaningful dialogue in their stories.** | **Minot: Chapters Forty – Fifty Two**
**Forum: Drama Discussion**
**Fiction Short Story Due** |
| **6** | **Drama Unit** |  |
plays.
Assess their preferred genre and create a final piece that represents their best work.

7  Drama Unit Continued
Complete a one act play by referencing Minot’s text while revising.
Evaluate each other’s work in a public environment using critical thinking peer feedback questions.
Minot: Any drama pieces from the book.

Forum: Drama Draft and Peer Review
Drama Unit Due

8  Final Project and Self-Assessment
Consider and apply revision techniques to their literary pieces.
Reflect on their learning experience and their adaptation of King’s suggestions
Review Chapters related to your final project topic
Review On Writing

Forum: Reflection and On Writing
Final Project Due

Table of Contents

Policies
Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations
Each assignment, including the Final Project piece needs to:
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- Be in Arial or Candara 12 point font (nothing smaller)
- Be Double Spaced
- Be three to four pages in length (for non-fiction & fiction – see Assignments in Sakai for specifics for Poetry and Drama)
- Use one inch margins
- Use MLA format where necessary and appropriate
- Use MS Word and save your documents in Rich Text Format (rtf)

In this course, you are learning to write at a college level, and thus it is understood that you will write in complete, grammatical sentences and orderly paragraphs, without using slang, jargon, or texting conventions that abbreviate or misspelling (u for you, i instead of I, thru instead of through, and the like.) You have a great resource in your textbooks, so please, if you are not sure about something, check your reference guide. Please note also that college level writing involves learning to do college level research. Open web sources like Wikipedia, ask.com, and answers.com are not appropriate for college level research.

You can find helpful tutorials, style references, and links to tutoring within the library website, so please make that one of your first destinations.

**Note Regarding Pornographic Writing:** Though this is a creative writing class, it is expected that there will not be graphic pornography presented. This is a college class, and anything sent through any of the university classroom or email platforms reflects upon APUS.

Yes, there may be times in your writing where a love (sex) scene is appropriate; however, it can be written in such a way to interest the readers and yet not convey pornographic details. Having a scene or two is acceptable; however, writing an entire pornographic paper is not.

**Note Regarding Swearing:** The story needs to be written in a manner that is suitable for the topic. Example, if you are in the middle of a combat situation, swearing is likely, thus appropriate for the story.

**Citation and Reference Style**
Students will follow MLA as the sole citation and reference style used in written work submitted as part of coursework for this class. Assignments completed in a narrative essay or composition format must follow the citation style cited in your text books or the MLA Handbook.

**Late Assignments**
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. If you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.
Please make sure that you have read the APUS Extension, and Plagiarism policies in the student handbook.

**Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

**Disclaimer Statement**

Course content may vary from the outline to meet the needs of a particular class section.

### Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.


The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:
Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.

Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu