Electronic submissions are preferred.

A. GE component for which course is being proposed: Productions and Presentations

B. Submitted by Paul Willis

C. Ideally, submissions should be discussed by the entire department prior to submittal.
   Chair has reviewed and approved the course.

D. Course being proposed (please attach syllabus): ENG-142, Workshop in Creative Writing

E. This course
   - Has not been modified, but is being submitted to check its suitability
   - Has had its syllabus rewritten to communicate the course’s contribution to GE
   - Has had its contents modified to address the relevant GE issues
   - Is a new course designed to fulfill the GE requirement

Note: ENG-142, Workshop in Creative Writing, is analogous to ENG-141, Creative Writing, which is already approved for Productions and Presentations, but ENG-142 is a single-genre course, as opposed to a multiple-genre course. In ENG-141, we typically cover both fiction writing and poetry writing—and sometimes the writing of plays and of creative nonfiction as well. In the ENG-142 course to be offered in Mayterm, I will cover only poetry writing. In the ENG-142 course to be offered in Spring 2011, I will cover only fiction writing. ENG-142 has been an approved course in the catalogue for several years, but Mayterm 2010 is the first time it will be offered.

F. This course is being submitted as
   - A Template. Applicable to courses with multiple sections which require only general training in the discipline. The submission should come from the department chair and should clearly identify what course content and what elements of the syllabus the department has agreed will be common to all sections. Upon approval by the GE Committee, any course whose syllabus is determined by the department to meet the specifications of the template is approved to satisfy this area requirement. A copy of each syllabus should be forwarded to the G.E. committee for record keeping purposes.
   - An Individual Course. Applicable to courses requiring specialized training in the discipline or are typically offered by a particular instructor. The course should be resubmitted and reassessed in the event of a change in staffing or syllabus.

G. Statement of rationale:
   (Include a list of the area objectives. After each objective, list several course activities (lectures, readings, assignments, etc.) that address it. If it is not completely obvious, explain how the activities relate to the objective. Please attach a copy of the syllabus which has been annotated to
Students will have an opportunity to learn:

1) How to write poems or short stories or plays or works of creative nonfiction.

2) How to read their creative work aloud to an audience or submit their work for publication.

Course activities to support these objectives include:

1) Reading of a text on the craft of writing in a given genre; reading of various works in that given genre; lecture and discussion and exercises emphasizing elements of craft; drafting of work in this genre; written and oral peer response to these drafts; written and oral instructor response to these drafts; a final portfolio of revised work in this genre.

2) Instruction and practice in reading their own creative work aloud to the class; instruction on strategies of submission of work to journals and publishers.

Assessment strategies for these objectives include:

1) Saving copies of selected drafts and selected revisions and tracking improvement in some of the more measurable qualities of good creative writing. In poetry, for example, it is possible to determine improvement in a student’s ability to write metered verse. It may also be possible to in some sense measure a hoped-for increase in specific images that appeal to the physical senses and a hoped-for decrease in abstractions, clichés, and overt labeling of emotions. Less like Hallmark, more like Shakespeare.

2) Most students will satisfy the presentations requirement by reading some of their work aloud in a public venue, after having practiced reading their work aloud to the class. One way to assess their improvement in this area is to have them write a self-assessment of their performance in comparison to their first attempts. I will also have the students read their work aloud in class at the very end of the course. It would thus be possible to compare their earlier performance with their later performance in the class.

A few students will satisfy the presentations requirement by publishing their work in a print or online journal. If official acceptance of their work occurs within the time frame of the term or semester, this will count as satisfying the presentations requirement. These students will be asked to write out what, if anything, they have learned through the submission and publication process.