

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>English</u>
<b>SUBJECT AREA CODE/COURSE</b>	<u>ENGL 2389</u>
<b>COURSE TITLE</b>	<u>Creative Writing: Application and Workshop</u>
<b>COURSE CREDIT HOURS</b>	<u>3                      3                      :</u> Credits                      Lec                      Lab

**I. Catalog Description**

Continues techniques in workshop format aimed at the understanding of creative writing as a process that involves the invention, structuring, and revision of complete poems and stories. Students will critique one another's work and use critiques of their own work toward making revisions. Students will be required to produce one of the following: a chapbook of poetry, three stories, or a chapter and outline of a novella.

**Prerequisite: ENGL 1301 with a "C" or better. (3:0).**

**II. Course Objectives**

Upon satisfactory completion of this course, the students will be able to

- A. Workshop each other's novel excerpts, short stories, literary essays, and/or poems.
- B. Present professional manuscripts that are double-spaced on one side of white 8 1/2-by-11 inch paper, with generous margins, in clear copies, proofread for grammar, spelling, and punctuation.
- C. Explore techniques, strategies, and writing exercises that develop the writing process in imaginative writing.
- D. Establish form, plot, and structure as they relate to specific genres.
- E. Expand techniques that make narrative vivid, moving, and resonant by focusing on significant details, filtering, the active voice, prose rhythm, and mechanics.
- F. Establish *conflict, crisis, and resolution* in fiction.
- G. Materialize credible characters that are motivated by a desire that will propel them to change or not during the course of a work.
- H. Actualize believable and credible settings and atmospheres created through careful attention to detail and extensive use of the five senses.
- I. Focus on more practical uses of point-of-view.

- J. Continue employing and experimenting with literary devices such as metaphor, simile, personification, hyperbole, and allegory as a way of expanding the literary canvas of the work.
- K. Demonstrate, on a practical level, an extensive working knowledge of how all the above-mentioned *fictional elements* contribute to a poem, short story, or novel's theme.
- L. Discuss why *extensive revision* and *peer and instructor critiques* are the nuts-and-bolts of publishable imaginary writing.
- M. Explain how analyzing reading assignments through reader-response and class discussion can trigger creative invention.
- N. Submit at least two poems, one short story, or one literary essay to the college literary magazine or the college's literary writing contest (when these opportunities are available).

### III. Evaluation

A. Pre-assessment:

On the first week of class, instructors should check each student's prerequisites; those who do not qualify should be sent back to admissions.

B. Challenge Exam:

There is not a challenge exam for this course.

C. Post-assessment

1. Instructors will maintain continuous records of each student's progress.
2. Students should be evaluated periodically throughout the semester.
3. Instructors will determine the weight of each graded assignment.
4. Instructors will require writing assignments other than quizzes and formal exams.

D. Remediation

This is left to the discretion of individual instructors. In creative writing courses, remediation is done during workshops; therefore, students are expected to focus on revision and editing more so than invention. Instructors may employ the portfolio method of evaluation as well as other creative methods, such as submissions of student's writings to literary magazines and competitions.

E. Grading Scale

A = 90-100	I = Incomplete
B = 80-89	W = Withdrew or Withdrawn
C = 70-79	
D = 60-69	
F = below 60	

### IV. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**V. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

**VI. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.