I. General Education Review - Writing Course

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<tr>
<th>Dept/Program Subject</th>
<th>Writing Studies – Department of Applied Arts and Sciences</th>
<th>Course # (i.e. ENEX 200)</th>
<th>WTS 184 A</th>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
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<tr>
<th>Instructor</th>
<th>Alternate Faculty</th>
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<tr>
<td>[Form completed by Robert Schlegel] Contact: Mark Medvetz</td>
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<tr>
<th>Phone / Email</th>
<th>--7904 <a href="mailto:mark.medvetz@umontana.edu">mark.medvetz@umontana.edu</a></th>
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<tr>
<th>Program Chair</th>
<th>Cathy Corr, Chair</th>
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III Overview of the Course Purpose/Description: Provides an introduction to the subject matter and explains course content and learning goals.

The course consists of readings and lessons in creative non-fiction, short-fiction, contemporary poetry as well as various thematic and aesthetic trends in each genre. Students will read and consider works from established writers and begin to explore and practice techniques and strategies for writing in each of the three genres. Each student will work intensely to complete: one personal essay; one piece of creative-nonfiction; one piece of short fiction and two to three poems. Each student will turn in a collection (portfolio) of their work at the end of the semester. There will be reading assignments from all required texts as well as written responses to prompts based on those texts. Writing assignments will consist of drafts of student works, to be turned in weekly or every other week (depending on the assignment) Additionally, each student will be required to compose a 250-500 word draft of constructive criticism for three of their classmates after each major creative-draft has been completed.

IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
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<tr>
<th>Student learning outcomes: Use writing to learn and synthesize new concepts</th>
<th>Students will write in a variety of genres, each of which will require specific conceptual and pragmatic considerations. Students will also be required to offer constructive criticism to their peers which will incorporate key terms and concepts from class discussions and readings.</th>
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<tr>
<td><strong>Formulate and express opinions and ideas in writing</strong></td>
<td>Students will write in a variety of genres, each of which will require their own unique ideas. Students will also be required to offer constructive criticism to their peers which will combine key terms and concepts from class discussions and readings with their own aesthetic values and opinions.</td>
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<tr>
<td><strong>Compose written documents that are appropriate for a given audience or purpose</strong></td>
<td>Students will be required to compose documents in at least three different genres. Students will be required to consider their purpose and audience in each of these three genres, and also at the end of the semester as they prepare their final portfolio.</td>
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<td><strong>Revise written work based on constructive feedback</strong></td>
<td>Students are required to revise each of their major writing assignments for their final portfolio. They will supply the instructor with copies of previous drafts so the writing/revision process will be documented within the portfolio.</td>
</tr>
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<td><strong>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</strong></td>
<td>Students will be required to conduct library research for all formal writing assignments. While doing such research, students will consider how information is constructed and how rhetorical, political, and social forces influence the construction of information.</td>
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<tr>
<td><strong>Begin to use discipline-specific writing conventions</strong></td>
<td>Students will be required to compose drafts in creative-nonfiction, fiction and poetry using genre-specific conventions that will be discussed in class.</td>
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<tr>
<td><strong>Demonstrate appropriate English language usage</strong></td>
<td>Students will be required to compose drafts in creative-nonfiction, fiction and poetry.</td>
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**V. Writing Course Requirements Check list**

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<tr>
<th>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</th>
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<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
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<tr>
<td>Yes</td>
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<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
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<tr>
<td>No</td>
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Students will be required to conduct library research for all formal writing assignments. While doing such research, students will consider how information is constructed and how rhetorical, political, and social forces influence the construction of information.
Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?  

Yes

What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?

Students will be required to keep a double-entry journal (in and out of class) in which they may record their dialectical thinking processes throughout the reading and writing exercises. Students will participate in candid classroom discussions about their purposes and roles as creative thinkers, writers and readers. Students will be asked to recall their prior experiences in introductory (pre-req.) writing courses.

Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.

Yes

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments

- 700-1000 word personal essay
- 500-1000 word creative nonfiction essay
- one short-story
- two to three poems

Informal Ungraded Assignments

- Fifteen pieces of constructive criticism for peer’s creative work
- Journal

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

SYLLABUS

Introduction to Creative Writing: Multiple Genre

University of Montana College of Technology

Texts:

PREREQUISITE: ENEX 101, WTS 101, COM 101, or equivalent

Course Objectives:
This introductory creative writing course is as inclusive as creative writing itself. The course consists of lessons and readings in creative non-fiction, short-fiction, contemporary poetry as well as various thematic and aesthetic trends in each genre. Students will consider works from established writers and learn how to begin talking about characteristics in each of the three genres. Each student will work intensely in every genre by completing:

- one personal essay
- one creative nonfiction essay
- one piece of short fiction
- and two to three poems

Each student will turn in a portfolio of their work at the end of the semester which will include a self-reflective letter addressing the student’s progress as a creative thinker and writer.

**Course Requirements:**
There will be reading assignments from all required texts as well as written responses to prompts from those texts (see notes on grading below).

Writing assignments will consist of drafts of student works, to be turned in weekly or every other week (depending on the assignment).

The end-collection of approximately 4-6 pieces (plus self-reflective letter) as well as the fifteen drafts of constructive-criticism for peers, will represent approximately 65% of the student’s overall grade.

The remaining 35% will be based on the student’s participation in classroom discussions.

**Notes on Grading:**
Student’s grades will reflect their development of understanding specific tools and practices within the traditions as well as their ability to engage in serious, insightful discussions of writing.

That said, you will not be given “points”, or letter grades for any of the individual assignments. Instead, you will receive a letter grade for your end-of-semester portfolio. If, at some point you are wondering how you’re doing in the class (in terms of a letter grade) you will need to email me and ask what your “ghost-grade” is. This is an approximate letter grade I will be able to formulate for you based on the following:

- the number of required assignments you’ve completed and the effort you’ve put forth in completing them (see evaluation for individual assignments below)
- the depth and consistency of the comments you’ve left for your peers

It is paramount that each class-member contribute to the workshop discussion. A friendly, supportive atmosphere encourages each writer to feel that he or she has plenty to offer. This doesn’t mean that your responses to your peer’s written work simply says: “Great essay, I really liked it. Keep up the good work!” This is unacceptable. If you’re not willing to read
your classmate’s creative work with a critical eye, you shouldn’t be taking this course.

I will also encourage and support students who attend local readings or writing festivals. My intention for grading is generous. Good creative-writing is not easy; hence, students will be given plenty of room to explore various possibilities. Failed works are part of the learning process, but each effort is respected with genuine appreciation.

**THIS CLASS IS OFFERED AS A TRADITIONAL LETTER-GRADE COURSE.**
(No Pass/Fail).

**Portfolio Grade Descriptors**

**A** Superior portfolios will demonstrate initiative and creative sophistication that goes beyond general expectations. A portfolio at this level is composed of well-crafted texts representing different genres that consistently show a dedication to the creative-process. The writer is able to analyze his or her own writing, reflect on it, and revise accordingly. The writing takes risks that work.

**B** Strong portfolios meet their goals in terms of representing well-crafted texts that feature a level of engagement with the creative-process that is above average. The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.

**C** Consistent portfolios meet the basic requirements, yet the writing would benefit from a more serious engagement with the creative process. The writer composes in each genre at varying levels of success with some superficial revision. The writer has taken some risks in writing.

**D** Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show an engagement with the creative process that is not yet elaborated or reflective of the author’s potential.

**F** Unacceptable portfolios exhibit pervasive problems. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer’s original work.

**Evaluation for Individual Assignments (genre-specific assignments and prompts)**

**Check-plus** This writing is well-developed and succeeds in mastering new techniques in the genre. The writing shows an engaged and serious creative mind at work.

**Check** This writing has been done with considerable care and attention. It is developed and detailed.

**Check-minus** This writing is acceptable. The writing shows some time and thought have been
Unacceptable  This writing is unacceptable. It may be unfinished, careless, or inappropriate to the assignment.

Students with Disabilities:

Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at http://www.umt.edu/dss/ or call 406.243.2243 (Voice/Text).