I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group IV Expressive Arts</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Applied Arts and Sciences</td>
</tr>
<tr>
<td>Course #</td>
<td>WTS 184A</td>
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Course Title: Beginning Creative Writing: Multiple Genres

Prerequisite: WTS or ENEX 101

Credits: 3

II. Endorsement/Approvals

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

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<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Alternating Faculty (Coordinator: Mark Medvetz)</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>7904/mark.medvetz@umontana.edu</td>
<td></td>
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<tr>
<td>Program Chair</td>
<td>Cathy Corr</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Barry Good</td>
<td></td>
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III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

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 piece of short fiction
- and two to three poems

While developing their own goals as writers, students will be introduced to ways of exploring and documenting the human experience through creative writing in multiple genres. Additionally, students should begin to develop an awareness of their participation in the creative arts as a reader and writer in the context of creative writing as a means of communicating in both local and global communities.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

While composing their own creative works and reading and critiquing peer work, students will examine both as readers and writers the forms and techniques as they belong to multiple genres. Specific topics, for example, will include techniques of poetry with emphasis on the lyrical, various styles of poets, and approaches to reading and commenting on works in progress.

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<tr>
<th>V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm">http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will express themselves in the making of an original work or creative performance:</strong> While composing their own creative works and reading and critiquing peer work, students will examine multiple genres, both as readers and writers. Students will end the semester with a portfolio of original work.</td>
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<tr>
<td><strong>Students will understand the genres and/or forms that have shaped the medium</strong></td>
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<td>Students will be introduced to models of form and technique as they belong to each genre, and, through their own writing and reading, they will begin to evaluate tangible and abstract concepts involving issues of form and technique.</td>
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<tr>
<td><strong>Student will critique the quality of their own work and that of others.</strong></td>
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<tr>
<td>Within a workshop forum, students will gain experience to articulate constructive criticism, both verbally and in writing, of their own work as well as the work of peers.</td>
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### VII. Syllabus:
Past 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](http://teaching.berkeley.edu/bgd/syllabus.html)

**Introduction to Creative Writing: Multiple Genre**  
**Autumn 2008**

Rob Schlegel  
Robert.Schlegel@mso.umt.edu

*The moment of writing is not an escape, however, it is only an insistence, through the imagination, upon human ecstasy, and a reminder that such ecstasy remains as much a birthright in this world as misery remains a condition of it.*  
Larry Levis

**Texts:**

- *Human Wishes*, Robert Hass  
- *Astoria*, Malena Morling  
- *Angle of Yaw*, Ben Lerner
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 piece of short fiction
and two to three poems

Each student will turn in a collection of their work at the end of the semester.

Course Requirements:
There will be reading assignments from all three 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) (see notes on grading below).

The end-collection of approximately 4-6 pieces will represent approximately 65% of the student’s overall grade.

The remaining 35% will be based on the student’s participation in on-line discussions, as well as a final letter to the instructor commenting on the overall progression of the individual’s creative work.

Notes on Grading:
It is paramount that each class-member contributes to the workshop discussion (held in the “Discussion Board”). 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 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.

Student’s grades will reflect their development of understanding specific tools 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
- the depth and consistency of the comments you’ve left for your peers in the discussion board

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

**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).

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*