I. COURSE INFORMATION

Department: Applied Arts and Sciences  
Course Title: Introduction to Creative Writing Workshop  
Course Number: CRWR 240A (WRIT184A)

Type of Request:  
- New  
- One-time Only  
- Renew*XX  
- Change  
- Remove  

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Mark Medvetz
  Phone / Email: 7904  mark.medvetz@umontana.edu

Program Chair: Joe Crepeau
Dean: Shannon O'Brien

Signature  Date 14/3/16
Signature  Date 02/16/16
Signature  Date 2/17/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

2. 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.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Express themselves in the making of an original work or creative performance.

2. Understand the genres and/or forms that have shaped the medium.

3. Critique the quality of their own work and that of others.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.
1. Working on original work throughout the semester, students will submit an end-of-semester portfolio of their original work. This will include work in poetry, fiction, nonfiction, and drama. The portfolio will include a letter of self-reflection/critique. See attached “Portfolio Rubric.”

2. During the semester, students will produce original work in multiple genres, exploring models of form and technique. Likewise, students will begin to read and evaluate peer writing in terms of form and technique. See “Experimenting With Form and Language Rubric.”

3. In a writing workshop forum, students will gain experience to articulate constructive criticism, both verbally and in writing, of their own work as well as peer work. See “Workshop Response Rubric.”

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1. 

2. 

3. 

C. ASSESSMENT FINDINGS
What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
<table>
<thead>
<tr>
<th>Portfolio Rubic Score</th>
<th>Experimenting with language</th>
<th>Orginal &amp; Creative Writing</th>
<th>Reflection/Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Writing demonstrates inventiveness and experimentation with language that goes beyond the level of simple exercises. Unique style is apparent.</td>
<td>Excellent use of imagery; similes; vivid, detailed descriptions; figurative language; puns; wordplay; metaphor; irony. Surprises the reader with unusual associations, breaks conventions, thwarts expectations.</td>
<td>Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.</td>
</tr>
<tr>
<td>3</td>
<td>Most works demonstrate inventiveness of concept and experimentation with language</td>
<td>Some startling images, a few stunning associative leaps with a weak conclusion or lesser, more ordinary images and comparisons. Inconsistent.</td>
<td>Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.</td>
</tr>
</tbody>
</table>
Work may show slight inventiveness and experimentation with language way.

Curio response.

Obvious lack of motivation and/or poor understanding of the assignment.

Reflections illustrate a minimal ability to critique work. The use of cliché or common language to describe or images from popular culture in an unreflective way.

Work shows minimal inventiveness and experimentation with language way.
Experimenting with Form and language

4 pts.

*Writing shows creative exploration or interpretation of a concept, idea, or class assignment.*

3 pts.

Writing demonstrates inventiveness and experimentation with form and language that goes beyond the level of simple exercises. Unique style is apparent.

2 pts.

Most works demonstrate inventiveness of concept and experimentation with form and language

1 pt.

Work may show slight inventiveness and experimentation with form and language
Workshop Responses Rubric

Pre-workshop Questions/Workshop responses

1. Instructions

Before workshop day:

- Read and respond to each of the workshop writings
- Min 100 to 150+ words for each response

During workshop

Criteria
*When I read and listen to your responses to the workshop writing, I will consider these criteria:*

**Response to the workshop writing**
The response is focused and addresses one or more genre elements.

**Development of responder's ideas**
The response includes examples from the workshop writing to support specific comments.

**Use of ideas and terms in the textbook**
Responder demonstrates a clear understanding of ideas and terms in the text.

**Organization of ideas**
Responder's ideas are presented in a well-organized response, and the responder uses transitions to connect ideas.

General writing conventions: grammar, usage, and mechanics
CRWR 240A

Introduction to Creative Writing: Multiple Genres

Mark Medvetz

Associate Prof.

Writing Studies

Department of Applied Arts and Sciences

University of Montana - Missoula College

Course Description

CRWR 204A is an introductory creative writing course, designed to function in the workshop method. The course offers students an opportunity to study multiple genres and to create original work in three genres.

Students will explore various thematic and aesthetic trends in each genre. While studying the works of established writers, students will begin to explore characteristics of each major genre, and they will begin to create original work in each genre.

The primary focus of the course (1) consists of lessons and readings in poetry, short-fiction, and creative non-fiction; and (2) participation in a workshop* forum for each genre. In these workshops, students will post their original work for peer comments.

*More about the workshop method in later document.

Learning Outcomes:

1. Students will begin to discuss general and specific characteristics of each genre.

2. Students will begin to practice general and specific elements of craft for each genre.

3. Students will begin to critique their own creative work and the creative work of others.

Required Work

Each student will work intensely in every genre by completing:

- One original poems
- One piece of short fiction
- One creative nonfiction essay
- One 10-Minute play
• One required revisions for each original work
• Numerous writing exercises and assignments
• Constructive criticism of peer work
• Culminating letter of reflection
• Portfolio

Other requirements:

• Voice recording of original work:
  • Three major assignments, all workshop revisions, and various writing exercises and forum assignments
• Online postings – as assigned
• Comments on readings
• Participation in the whole-class workshop and revision workshops

Your final grade will be based on:

• Original work: poem, short story, nonfiction essay
• Required revisions
• Workshop responses for each original work
• Reading and writing exercises for each chapter
• General forum postings
• Final semester portfolio

All work except portfolio 75%

Final semester portfolio 25%

Notes on Grading:

It is paramount that each student contributes to the online/workshop discussion. A friendly, supportive atmosphere encourages each writer to feel that he or she has plenty to offer. However, peer critiques need to be critical and formative.

“Critical” means you’ve read the writing more than once and you’ve thought carefully about the text.

“Formative” means you have comments that will help the writer understand how well the work is communicating something to the reader. Although initial responses may lack some of the critical and the formative, students are expected to develop as readers and responders learning and working in the university community.

Student grades will reflect a development of understanding specific tools within the genres as well as an ability to engage in serious, insightful discussions of writing.

If there is any concern about grading or “standing” during the summer, a student can request an online conference. A tentative “working grade” would be based on the following:
- Completed number of required assignments and postings
- Demonstrated effort to complete assignments and postings
- Quality of work reflected in all assignments and postings

Please note: WRIT 184A and General Education requirements

This course meets the requirements for a Gen-Ed designation—Group IV: Expressive Arts (A).
http://www.umt.edu/catalog/acad/genreq/

This course does not carry a "W" designation and does not meet a "W" course requirement.
http://www.umt.edu/catalog/acad/genreq/

Policies, Procedures, and all the other 'whatnots'

Your end-of-semester grade must reflect the level of proficiency you have reached as a writer.

This is a college-level course, and you are expected to read any assigned texts and complete any writing assignments. Likewise, by completing the assignments you will be prepared to participate in all class forums and small-group forums. If you cannot meet the terms for the class, your online presence will be a distraction to the class and will diminish the quality of the classroom.

I will issue one warning to a student exhibiting such behavior. A second warning will require you to drop the course.

“Attendance”

You will be expected to sign in to Moodle a minimum of three times a week. This may be more based on assignments and small-group work. If you do not meet the minimum, I will issue one warning. A second warning will require you to drop the course.

First warning will drop the final grade one-half: B+ to B-
Second warning: final grade is an F
Please note: Attempting to sign in once a week to complete all assignments for a week is unacceptable. If you are working, traveling, etc. while taking this class, please make adjustments for the course requirements.

Here’s the reasoning behind the attendance policy. Without “attending class,” you cannot perform your role as a student involved in learning, planning, inventing, drafting; discussing reading and writing; learning and practicing rhetorical moves and concepts; or collaborating with your instructor and classmates.

Participation includes taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each week.

There will be small-group work environments.

Writing workshops will be held during ‘workshop week.’ A schedule will be determined in advance so that students will have ample time to prepare a draft. Failure to submit a draft for workshop when assigned will lower the grade for that assignment by ½ letter grade.

Keep copies of all your work, as hard copy and on CD, disk, or memory stick.

Save everything in your working folder.

No late papers will be accepted for workshop and/or evaluation. Once a discussion board or posting is closed, please do not ask to submit after the deadline. Plan to move to the next draft. If you missed a final-draft deadline, you will receive ‘F’ for that paper.

Note: this is a writing course and not a computer course. Please do not expect extra time for any learning curve you might face with technology. Likewise, please do not expect any extensions on due dates for an assignment because of any technical difficulties you have not conquered. Backup all work.
Please read the policy statement on plagiarism in the University Catalogue.

http://www.umt.edu/studentaffairs/ CODE.htm

In brief, plagiarism is any attempt to misrepresent another writer's work as your own. This includes scooping something off the Internet. It is expected that you will adhere to this policy.

Plagiarism of any sort will result in a course grade of F, and I will follow the disciplinary procedures as stated in the

Student Conduct Code http://www.umt.edu/studentaffairs/ CODE.htm

Students may be asked for their research or sources at any time.

WRIT 184A is only offered for traditional grades, A-F, and I will employees the 'plus & minus' option.

No student taking WRIT 184A should expect to receive an incomplete.

Computation of Cumulative Grade Average

I employ a plus/minus grading system. Valid grades and their point values per credit under the traditional grading system will be:

Quality points are assigned as follows: 4 quality points for each credit of A; 3.7 quality points for each credit of A-; 3.3 quality points for each credit of B+; 3 quality points for each credit of B; 2.7 quality points for each credit of B-; 2.3 quality points for each credit of C+; 2 quality points for each credit of C; 1.7 quality points for each credit of C-; 1.3 quality points for each credit of D+; 1 quality point for each credit of D; and 0.7 quality points for each credit of D-.

Please verify grade values at the UM website for your own records: http://www2.umt.edu/catalog/acpolpro.htm

Auditors of WRIT 184A must meet all requirements established for traditional-grade students.

Reminder: The dates for the last days to drop this class with and without a refund are posted on Cyberbear: http://cyberbear.umt.edu/. Likewise, students are responsible for all academic dates and deadlines for the semester. http://cyberbear.umt.edu/

Although the standards and rubrics for grading will vary by genre, stated below is a general grading rubric. One staple of consistency will apply: the three elements of the rhetorical situation--message, audience, and writer--represent criteria connected inextricably to any act of writing.
I am willing to provide **accommodations** for students with special needs and circumstances with the proper verification from the Office for Disability Services.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see [http://www.umt.edu/disability](http://www.umt.edu/disability)).

Final words. I subscribe to the theories and research that characterize writing as a truth-seeking, social, and political act. Because of this approach, writing classes will explore and discuss most subjects and readings from a variety of perspectives and may employ various theoretical and, at times, ethical frameworks. Although this can make for a politically charged and/or emotional atmosphere, this class will welcome, respect, and make room for ideas and beliefs that are presented with an intelligent, informed, and considerate voice.

**General Grading Rubric**

**A** Superior participation shows initiative and excellence in written work and discussion. Student contributions increase a group’s collective knowledge on a given subject, invite each of us to think more deeply on the topic, and encourage us to respond. Such contributions make class and workshop more engaging and beneficial for all of us. Reading and writing assignments are always completed on time and with attention to detail. In workshop suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.

**B** Strong participation demonstrates active engagement in written work and discussion. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop suggestions to group members are tactful, specific, and helpful.

**C** Satisfactory participation demonstrates consistent, acceptable written work and participation in discussion. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

**D** Inconsistent written work and participation in discussion constitutes weak participation. The student may be unprepared for class, and may contribute infrequently or unproductively to discussions. Reading and writing assignments are not turned in or are insufficient. In workshops suggestions to group members may be disrespectful or far too brief and general to be of help. On occasion, the student will fail to respond at all to the work under review.
F Minimal, ineffectual written work and participation in discussion. The student may be regularly unprepared, and not able to contribute to classroom discussions workshops. This student may disrupt the discussion environment and fail to submit work. Work that is submitted often falls far short of requirements. In workshops the student has a pattern of missing, being completely unprepared, or being disruptive.