

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ENG 5025
2. **Title (may not exceed 30 characters, including spaces):** Creative Writing Prof. Dev.
3. **Long title, if any (may not exceed 100 characters, including spaces):** Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 1-0-1
4. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
5. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2011
6. **Course description (not to exceed four lines):** A seminar for graduate students pursuing the MA in English Studies with Creative Writing Emphasis in which students will study and gain experience in the practice of performing and discussing written creative work for public venues.
7. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
Course is not equivalent to any existing course.
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
Graduate students must have taken a 4000- or 5000-level creative writing course.
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of 6 hours or 1 time.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
MA, Graduate college.
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
8. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]:
9. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

- 10. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
- EIU graduates will write and speak effectively.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.
- N/A

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
- Depth of content knowledge
 - Effective critical thinking and problem solving
 - Effective oral and written communication
 - Advanced scholarship through research or creative activity

Students will:

- 1) demonstrate effective performance technique and understanding of craft for written creative texts (depth of content knowledge, effective critical thinking, effective communication);
- 2) demonstrate ability to interact with audience in connection with performance of texts (depth of content knowledge, effective critical thinking, effective communication);
- 3) develop the arts at the campus, city and community level through integrative learning activities focused on performance of completed, published creative works (advanced scholarship).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- 1) Students will examine and discuss assigned contemporary creative texts, both in print and in performed recordings, with a focus on how performance of texts may affect meaning and emotional response.
- 2) Students will practice reading and discussing other authors' and their own writing aloud in class with a focus on audience awareness and understanding of craft.
- 3) Students will develop campus and community reading events that feature the performance of written creative texts.
- 4) Students will analyze the strategies and effectiveness of performances through response papers.

Learning objective/ Assignments and activities	Discussion	In-class performance	Development of campus/community reading events	Response papers
Demonstrate effective				

performance technique and understanding of craft	X	X	X	X
Demonstrate ability to interact with audience	X	X	X	
Development of arts			X	

3. Explain how the instructor will determine students' grades for the course:

Instructor will evaluate students as Superior, Good, Satisfactory, Poor, or Unsatisfactory in the following areas:

- Examination and discussion of texts (30% of overall grade);
- Practice in reading texts aloud and discussing craft (30%);
- Development of reading events (30%);
- Analysis of performance through written assignments (10%).

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
- Describe how the integrity of student work will be assured:**
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- course objectives;**
- projects that require application and analysis of the course content; and**
- separate methods of evaluation for undergraduate and graduate students.**

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course is 1-0-1 and will meet once a week in a 50-minute unit over 15 weeks. Note that the following is an example only; particular schedules will vary at the discretion of the instructor.

Week 1: Introduction and overview

- Week 2: Discuss assigned texts (Ginsburg, Whitman, R. Stone, B. Collins, Baraka, Bishop); view and discuss recorded performances
- Week 3: Discuss assigned texts (Joyce, Gilman, Poe, Sedaris, Danticat, G. Jen); view and discuss recorded performances
- Week 4: Discuss assigned texts (LaBute, McDonough, N. Simon); view and discuss recorded performances
- Week 5: Practice reading texts and discussing craft
- Week 6: Practice reading texts and discussing craft
- Week 7: Practice reading texts and discussing craft
- Week 8: Conferences with instructor
- Weeks 9-14: Attendance and participation in reading events, with written responses and class discussion. Events may include: guest speaker events, James K. Johnson Creative Writing Award readings, "Lions in Winter" readings, Vehicle readings, Writer's Ink readings, JAC open mike nights, Charleston Alley Theater staged poetry readings, Charleston Community Memoir Group events, readings in connection with Women's Studies events (e.g., Project Hope fundraising event) and other groups' events.
- Week 15: Conferences with instructor and public reading

PART IV: PURPOSE AND NEED

- 1. Explain the department's rationale for developing and proposing the course.** English 5025 provides a necessary addition to the creative writing courses open to graduate students who intend to pursue a Master's in Literary Studies with Creative Writing Emphasis. Our creative writing courses and programs emphasize the fact that creative writing is a form of communication, one whose purpose, as Ted Kooser puts it, "is to reach other people and to touch their hearts," and as such writers must "keep in mind that there's somebody on the other end of the communication." These courses are structured as workshops precisely as a way of underscoring the need for audience awareness. Requiring a "performance" aspect to the study of creative writing is another way of doing so, but unlike the workshop, the course in performance works with finished, polished texts and focuses both on their effective oral dissemination and, importantly, on author interaction with audience (something that is almost always left out of workshops in order to encourage students to give honest, thorough critiques).

Mastery of performance is crucial for students with plans for a writing life, yet many writers leave their graduate programs so focused on print publication that they lack any understanding of effective performance and have no experience in giving readings and discussing craft—even though, as print publication becomes increasingly difficult to achieve given economic pressures on print media, oral dissemination of texts becomes increasingly important to authors as a key means to share their work and participate in the arts community. As just one example of this importance, the Illinois Arts Council's grant application asks writers to list where and when their work has been performed and will not accept applications from authors who have not given performances. Finally, this course furthers the Department's goal of encouraging and supporting integrative learning through student contributions to the cultural life of the campus and community—something very well worth doing, as these tend to be some of the most deeply educational and memorable experiences students have.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** N/A
 - b. **If the course or some sections of the course may be technology delivered, explain why.** N/A
2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
English 5025 is a graduate level course that assumes students are already serious and dedicated creative writers with a substantial body of completed, polished work who intend on pursuing a writing life.
3. **If the course is similar to an existing course or courses, justify its development and offering.**
 - a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
 - b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** Currently no other class, graduate or undergraduate, in any department focuses exclusively on the performance of written creative texts—including prose, poetry, and drama—that were crafted by the speaker.
4. **Impact on Program(s):**
 - a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** N/A
 - b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** The course will be a core requirement for all candidates pursuing a Master of Arts in Literary Studies with Creative Writing Emphasis.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** This course will be initially assigned to a member of the graduate staff who teaches 4000- and 5000-level creative writing courses: Drs. Abella, Carpenter, Knight, Markelis, Martone, Moffitt, Nonaka, and other qualified faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** No additional costs will be required.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):** Textbooks may be required at the discretion of the instructor, likely to include works by contemporary authors in various genres. The course outline as described in this proposal, for example, would require the following texts:
Lee, Jacobus. *The Bedford Introduction to Drama*. 6th ed. Boston: Bedford St. Martin's, 2009.
Vendler, Helen. *Poems, Poets, Poetry: An Introduction and Anthology*. 2nd ed. New York: Bedford St. Martin's, 2002.
Winegardner, Mark. *3x33: Short Fiction by 33 Writers*. Boston: Thomson Wadsworth, 2005.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: April 13, 2010

Date approved by the college curriculum committee: September 8, 2010

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).