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 5020
2. Title (may not exceed 30 characters, including spaces): Workshop in Creative Writing
3. Long title, if any (may not exceed 100 characters, including spaces): Graduate Workshop in Creative Writing
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. Initial term of offering: ☐ Fall ☒ Spring ☐ Summer Year: 2008
7. Course description (not to exceed four lines): An advanced workshop in which writers create and revise long-term writing projects. Each semester the course will focus on a different genre (fiction, creative nonfiction, poetry, or drama).
8. 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.
   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.
      May be repeated once with permission of the Department Chairperson.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      MA, Graduate college, and undergraduates who meet Graduate School criteria for taking
graduate-level classes as an undergraduate.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] Writing centered.

10. **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.)

11. **Instructional delivery method:** ☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other

**PART TWO: 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) create and revise a substantial and advanced creative writing project in the chosen genre; demonstrate preparation to launch such projects independently.
   2) identify aspects of contemporary literature that relate to their writing project.
   3) contribute to a workshop environment through effective oral and written communication in critiques of their peers' writing.
   4) revise and edit creative writing in order to advance literary projects.
   5) implement the process leading to publication or public presentation of the creative work.
2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
   1) Each student will write a 2-to-3-page proposal detailing the goals for the semester-long writing project. This proposal will outline specific thematic, stylistic, and structural elements of the project as well as how this work relates to existing works of contemporary literature in the genre.
   2) Each student will complete a substantial, sustained writing project, to be submitted in installments over the semester for review and critique by other members of the workshop and the professor.
   3) Students will identify a venue for the publication or presentation of some portion of the work.
   4) Students will complete thorough and thoughtful written critiques (2 pages each) of each student’s work presented for the workshop, with a focus on style and language, form and structure, and other criteria specific to the genre.
   5) Students will participate actively and constructively in workshops and in conferences with their professor.

3. **Explain how the instructor will determine students’ grades for the course:**
   - Writing portfolio, consisting of project proposal, writing installments, and documentation of publication/presentation activities: 75%
   - Other workshop and conference activities (including critiques): 25%
   Specific grading criteria for each assignment or activity will vary at the discretion of the instructor based on the specific genre being offered.

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. 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:**
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. 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 *.)**
   This course is writing intensive; several writing assignments and activities are required throughout the semester, including revisions, and these assignments account for 75% of the
final course grade. The writing activities serve to strengthen students' creative writing skills and to deepen their understanding of the craft at an advanced level.

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 3-0-3 and will meet once a week in 2.5 hours units. Note that the following is an example only; particular schedules will vary at the discretion of the instructor.

Week 1: Overview and project proposals
Students will meet and discuss goals for the semester, providing a 2-to-3-page, detailed proposal of their writing project for the term.

Weeks 2 – 7: Workshops on first installment of writing portfolio
Students will read, critique, and discuss the first installment of writing for each student, examining style and language, form and structure, and other criteria specific to the genre. Each student must bring in a detailed written critique (2 pages) of the work being discussed.

Week 8: Individual conferences with instructor
Students will meet individually with the course instructor to discuss the progress of the project. Instructor will assign texts for the student to read in relation to his/her work, and the conference will address specific goals for publication or presentation of the work.

Weeks 9 – 14: Workshops on second installment of writing portfolio
In the second round of workshops, discussion will focus additionally on each writer’s project as a whole rather than simply as individual “stand-alone” pieces. Students will also be required to suggest appropriate reading materials drawn from contemporary works in the genre based on discussion topics from the first round of workshops.

Week 15: Final writing portfolio and instructor conference
Students will hand in all of their work and meet individually with the instructor in a final conference to discuss the goals achieved in the project, publication or presentation activities, and continuing creative writing goals for beyond the term.

PART IV: PURPOSE AND NEED
1. Explain the department’s rationale for developing and proposing the course. English 5020 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. Currently there are no graduate-level creative writing courses, even though the Creative Writing Emphasis requires 6 SH of advanced creative writing courses as well as a creative Master’s Thesis. At present, graduate students in Creative Writing meet their workshop requirements through senior-level undergraduate workshops: ENG 4761 (Creative Nonfiction Writing), 4762 (Poetry Writing), 4763 (Fiction Writing), and 4764 (Play Writing). The need for a course on the graduate level is especially pressing given that graduate students who received their undergraduate degree from EIU may already have completed several of the 4000-level courses as undergraduates. English 5020 will offer the alternative of a genre-specific course designed for advanced writers already conversant with the basic principles of their craft and ready to embark on sustained writing projects.

   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.
   A graduate-level writing course, English 5020 will assume that students already have substantial knowledge of their own goals and abilities, of model writers and works, and of the principles of the craft as it relates to their own aims. The course will allow such students to develop a substantial project suitable for publication or presentation; it will also prepare students for crafting a creative thesis.

3. If the course is similar to an existing course or courses, justify its development and offering.
   English 5020 is similar to the 4000-level creative writing courses in that it is writing-centered and structured as a workshop. However, English 5020 is designed for graduate students and has a substantially greater focus on individual student writing, particularly long-term projects, rather than on general reading and basic exercises in craft.

   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. There are currently no graduate-level creative writing courses even though graduate students pursuing a Master's in Literary Studies with a Creative Writing Emphasis must take 6 SH of advanced creative writing courses.

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. Graduate students may take and repeat English 5020 to fulfill their required 6 SH in creative writing courses (if pursuing the Literary Studies with Creative Writing Emphasis concentration) or as an elective (if pursuing another concentration).

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-level creative writing courses: Drs. Abella, Carpenter, Kilgore, Markelis, Martone, Moffitt, Nonaka, or Radavich.

   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. Normally these will include a general text that addresses issues related to writing, revising, publishing, and public engagement.

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 23, 2007

Date approved by the college curriculum committee: Sept. 26, 2007
Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: Not Applicable  
CGS: October 16, 2007

*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).