

# Syllabus

1	<b>Course title</b>	Creative Writing
2	<b>Course number</b>	2201471
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/corequisites</b>	None
5	<b>Program title</b>	Bachelor's Degree in English Literature
6	<b>Program code</b>	
7	<b>Awarding institution</b>	University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Level of course</b>	Third Year & Fourth Year Students
11	<b>Year of study and semester (s)</b>	2021/2022, Second Semester
12	<b>Final Qualification</b>	BA
13	<b>Other department (s) involved in teaching the course</b>	None
14	<b>Language of Instruction</b>	English
15	<b>Teaching methodology</b>	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online. <input checked="" type="checkbox"/> Face to face
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Date of production/revision</b>	February, 2022

## 18 Course Coordinator:

Name:

Office number:

Phone number:

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Email:

Office Hours:

### 19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

### 20 Course Description:

This course focuses on giving students opportunities for creative writing exploration. It teaches students how to use the creative process in writing by having them create ideas, develop ideas, discover or select forms, revise, edit, and format their writing. Furthermore, it instructs them on how to respond to other people's writing with constructive criticism. At the same time, it teaches them how to receive and apply constructive criticism to improve their writing.

### 21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and

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language features.

7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

### B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools													
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10				
1	Identify the forms of personal and literary essay, poetry, and shortstory.	X					X								X	X	X								X
2	Identify the paradigm of the creative process	X					X								X	X	X								X
3	Analyze a piece of writing, one's own or another's, for revising and editing suggestions.	X						X					X		X	X	X								X
6	Organize the writing according to the purpose and audience.	X	X	X	X	X	X								X	X	X								X
7	Revise and edit written drafts	X													X	X	X								X

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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

### 22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introduction and Orientation	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	1.2	Introduction and Orientation	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	1.3	Introduction and Orientation	1-8	Blended (flipped classroom)/E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
2	2.1	<b>Writing Poetry:</b> • Rhyme, Rhythm, and Meter	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	2.2	• Rhyme, Rhythm, and Meter	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	2.3	• Rhyme, Rhythm, and Meter	1-8	Blended (flipped classroom)/E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
3	3.1	Poetic Forms	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks

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				crosoft Teams	written exams	
	3.2	Poetic Forms	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	3.3	Poetic Forms	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
4	4.1	Free Verse	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	4.2	Free Verse	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	4.3	Free Verse	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
5	5.1	Choosing a voice	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	5.2	Choosing a voice	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	5.3	Choosing a voice	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
6	6.1	Poetic Language: simile,	1-8	Face to face learning/Mi	Assignments, projects, and	Assigned textbooks

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		metaphor, imagery, etc.		crosoft Teams	written exams	
	6.2	Poetic Language: simile, metaphor, imagery, etc.	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	6.3	Poetic Language: simile, metaphor, imagery, etc.	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
7	7.1	<b>Blogging:</b> • Creating a Blog	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	7.2	<b>Blogging:</b> • Creating a Blog	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	7.3	<b>Blogging:</b> • Creating a Blog	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
8	8.1	Revision	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
	8.2	Midterm Exam		On Campus		
	8.3	Answering the exam questions		Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks
9	9.1	Topics suitable for blog posts	1-8	Face to face learning/Mi crosoft Teams	Assignments, projects, and written exams	Assigned textbooks

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	9.2	Topics suitable for blog posts	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	9.3	Topics suitable for blog posts	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
10	10.1	Keeping your posts interesting	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	10.2	Keeping your posts interesting	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	10.3	Keeping your posts interesting	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
11	11.1	<b>Writing Short Fiction:</b> • Choosing a setting	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	11.2	Choosing a setting	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	11.3	Choosing a setting	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
12	12.1	Choosing a setting	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks

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	12.2	<ul style="list-style-type: none"> <li>• Choosing a setting</li> </ul>	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	12.3	<ul style="list-style-type: none"> <li>• Creating a character</li> </ul>	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
13	13.1	Creating a character	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	13.2	Creating a character	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	13.3	Creating a character	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
14	14.1	Structuring Events	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	14.2	Structuring Events	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	14.3	Structuring Events	1-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, projects, and written exams	Assigned textbooks
15	15.1	Choosing a narrative voice	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks



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	15.2	Choosing a narrative voice	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks
	15.3	Choosing a narrative voice	1-8	Face to face learning/Microsoft Teams	Assignments, projects, and written exams	Assigned textbooks

### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	10	1-15	1-5	1-15	Microsoft Team+ E-Learning
Projects	10	1-15	1-4-5	1-15	Face to face learning/Microsoft Teams
Midterm Exam	30	1-7	1-5	8	On campus
Final Exam	50	1-15	1-5	15	On campus

### 24 Course Requirements

**Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.**

### 25 Course Policies:

**A- Attendance policies:**

As per the University Regulations.

**B- Absences from exams and submitting assignments on time:**

As per the University Regulations.

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### **C- Health and safety procedures:**

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

### **D- Honesty policy regarding cheating, plagiarism, misbehavior:**

As per the University Regulations.

### **E- Grading policy:**

As explained above in 23.

### **F- Available university services that support achievement in the course:**

Please ask me or your academic advisor for any help or support.

## 26 References:

### A- Required book(s), assigned reading and audio-visuals:

- Playing With Words: An Introduction to Creative Writing Craft By Shelley Davidow, Paul Williams (2016)
- How to Read (and Write About) Poetry – Second Edition By Susan Holbrook (2021)
- Cioffi, Frank. *The Imaginative Argument*. New Jersey: Princeton University Press. 2005.12-30
- Crane, Milton (ed.) *50 Great Short Stories*. New York: Random House, Inc. 2005.
- Elmessiri, Nur and Abdelwahab (eds.) *A Land of Stone and Thyme: An Anthology of Palestinian Short Stories*. London: Quartet Books. 1996.
- Lauter, Paul (ed.) *The Heath Anthology of American Literature: Volume E:Contemporary Period*. Boston: Houghton Mifflin Company. 2006.
- Thomas, James, Denise Thomas and Thom Hazuka (eds.) *Flash Fiction: 72 Very Short Stories*. New York: W. W. Norton & Co. 1992.
- Zinsser, William (ed.) *Inventing the Truth: The Art and Craft of Memoir*. Boston:Houghton Mifflin Company. 1998.

## 27 Additional information:

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### 28. Rubrics

#### Rubric for the project

Topic	Weight	Beginning	Developing	Accomplished	Exemplary	Score
Organization (Overall order, flow, transitions, and report sections)	40%	Details and examples are not organized, are hard to follow and understand. The paper is not divided into sections.	Information is scattered and needs further development. The paper is divided into sections but needs improvement.	Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and comprehension. The paper is divided into clear sections and each section is used effectively to convey target information	
Quality of Information on the topic of the presentation	40%	Unable to find specific details about research questions and hypotheses.	Details about research questions and hypotheses are somewhat sketchy.	Some details about research questions and hypotheses do not support the topic presented by the student.	Supporting details about research questions and hypotheses are specific to topic and provide the necessary information.	
Grammar & Spelling	20%	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
Instructor's Comments:						

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**Assignment Score** \_\_\_\_\_

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----