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| 1. **Institution and Course Information**
 |
| Name of Institution | **Navajo Technical University** |
| Department | **Arts & Humanities** |
| Course Number, Title, Credits | **ENG 155 Creative Writing (3)** |
| Co-requisite Course Number and Title, if any |  |
| Is this application for your system (ENMU, NMSU, & UNM)? |  |
| Name and Title of Contact Person | **Anita Roastingear, Department Chairperson** |
| Email and Phone Number of Contact Person | **aroastingear@navajotech.edu; 505-786-4100** |

**Was this course previously part of the general education curriculum?**

[x] Yes [ ] No

**This course will fulfill general education requirements for (check all that apply):**

[x] AA/AS/BA/BS [ ]  **AAS**

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| 1. Content Area and Essential Skills
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**To which content area should this course be added?** *Indicate “Other” if the course is not associated with one of the six NM General Education content areas.*

[ ] Communications [ ] Mathematics [ ] Science [ ] Social & Behavioral Sciences

[ ] Humanities [x] Creative & Fine Arts [ ] Other

**Which essential skills will be addressed?**

[x] Communication [x] Critical Thinking [ ] Information & Digital Literacy

[ ] Quantitative Reasoning [x] Personal & Social Responsibility

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| 1. Learning Outcomes
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**This course follows the CCNS SLOs for**

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| ENGL 2310 Introduction to Creative Writing. This course will introduce students to the basic elements of creative writing, including short fiction, poetry, and creative nonfiction. Students will read and study published works as models, but the focus of this "workshop" course is on students revising and reflecting on their own writing. Throughout this course, students will be expected to read poetry, fiction, and non-fiction closely, and analyze the craft features employed. They will be expected to write frequently in each of these genres. |

**List all learning outcomes that are shared between course sections at your institution.**

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| **Common Course Student Learning Outcomes (find Common Course SLOs at:** [**http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx**](http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)**)**  |
| 1. Participate in a constructive conversation and community about creative writing. 2. Read and critically engage with a variety of texts. 3. Compose creative works in various genres of creative writing. 4. Provide respectful, honest, and critical feedback to peers about their work. 5. Revise creative work based on peer feedback and critique. 6. Develop thoughtful workshop reflection on students' own writing and writing process. 7. Evaluate and engage with publication process. |

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| **Institution-specific Student Learning Outcomes**  |
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| 1. Narrative
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**Explain what students are going to do to develop the critical skills** (selected above) **and how you will assess their learning?**

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| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*  |
| Students participate in reading aloud during class, thereby practicing the skills of active reading. Students learn how different creative writing genres affect useful patterns of reading. Students read a wide variety of creative texts during the course, and are asked to analyze and discuss elements such as tone, voice, diction, syntax, etc. Students practice strategies for understanding and evaluating creative writing, and they learn how to express their ideas and opinions verbally and in writing through assignments, class discussions, and workshop sessions. Through different types of responses (e.g. verbal feedback to a classmate vs. written response turned into professor), students develop communication strategies appropriate for the situation (attending to audience, purpose, and context).  |

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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| This course will focus on students’ abilities to clearly express their thoughts as well as include an in-depth study of literary terms and mechanisms which will be applied to the writer’s own work to foster improvement. These critical analysis skills can be applied to literary study outside the creative writing sphere. The process of creative writing, the crafting of a thought-out and original work, is an antecedent to creative problem solving. The work students do while reading and discussing texts involves analysis and evaluation rather than merely accepting ideas or information. Students learn how to understand relationships, similarities, and differences; look for patterns; classify and categorize; see trends and larger ideas; consider multiple perspectives; make judgments; and ask pointed questions. |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*  |
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| **Personal & Social Responsibility***. Intercultural reasoning and intercultural competence; Sustainability and the**natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*  |
| Designed to give students a global creative writing experience and an exposure to the cultures and literature of and/or about other countries, this course provides critical exposure that leads to a clearer understanding of cultural preconception and experience with creative writing as a means of expression. Students become conversant with approaches, values, ideologies, and innovations that form the cultural context of creative writing today. In ways unique to creative writing, students are also asked to write texts from points-of-view other than their own. The workshop setting requires all students to be collaborative participants—reading the work of their peers and responding verbally and in writing. Students engage in active listening, thoughtful communication, and analytic discussion. Students work in small groups in the classroom, completing projects that culminate in a presentation or written document. Students also learn to participate in respectful dialogue that shares differing perspectives and thereby recognize that there are multiple valid responses to the texts we read in this course. |

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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |

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| 1. Supporting Documents
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[ ]  **Sample Course Rubric Attached** (recommended)[x]  **Sample Assessment Attached** (required)

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| 1. Assessment Plan (Must be on file with HED by August 1, 2019)
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**Link to Institution’s General Education Assessment Plan** Click here to enter text.

This course meets Navajo Tech's institutional standards for General Education and has been reviewed and approved by our General Education Committee and Assessment Committee. Student learning data will be gathered from the last of the course's project assignments. Data summaries from all sections of the course will be compiled on a semester-by-semester basis by the University's Offices of Assessment and Institutional Research. Departmental faculty will review the data and design course and GenEd program improvements during Assessment Days each semester. An annual summary that includes summaries of program improvement will be prepared by the Assessment Committee and included in the University's Annual Student Learning Report. Curriculum revisions as needed will be designed by the General Education Committee and reviewed and approved by the Faculty Congress.

**This course meets institutional standards for general education.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Mar 14 2019

Signature of Chief Academic Officer Date

**HED Internal Use Only**

Presented to NMCC on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

[ ] Approved [ ] Denied

If denied, rationale:

Institution Notified on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date

**Sample Assessment: Creative Writing Workshop Assignment-with-Rubric**

**Assignment Steps**

1. Ensure you are addressing the assignment topic (poem, short story, or creative nonfiction essay).

2. Begin writing early so you have plenty of time.

3. Develop a rough draft or outline for your piece.

4. Write a draft. Word process the draft.

5. Bring draft to workshop, receive constructive criticism and feedback from peers and professor.

6. Revise your first draft incorporating classmates’ and professor’s feedback. Create a second draft.

7. Submit revision on the due date, during class.

**Rubric**

**CREATIVE EXPRESSION RUBRIC**

**Adapted from AAC&U Creative Thinking rubric • Navajo Technical University**

Student: Date:

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| OUTCOMES | SCALE | SUBTOTALS & COMMENTS |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Acquire compe­tencies* | Student successfully repro­duces an appropriate exemplar. | Student successfully adapts an appropriate exemplar to his/her own specifications. | Student creates an entirely new object, solution, or idea that is appropriate to the as­signment. |  |
| *Take risks* | Student stays strictly within the guidelines of the assign­ment. | Student considers new direc­tions or approaches without going beyond the guidelines of the assignment. | Student incorporates new directions or approaches to the assignment in the final product. |  |
| *Solve problems* | Only a single approach is considered and is used to solve the problem. | Student considers and re­jects less acceptable ap­proaches to solving problem. | Having selected from among alternatives, student devel­ops a logical, consistent plan to solve the problem. |  |
| *Embrace con­tradictions* | Student acknowledges alter­nate, divergent, or contradic­tory perspectives or ideas. | Student includes (recognizes the value of) alternate, diver­gent, or contradictory per­spectives or ideas in a small way. | Student incorporates alter­nate, divergent, or contra­dictory perspectives or ideas in an exploratory way. |  |
| *Innovate* | Student reformulates a col­lection of available ideas. | Student experiments with creating a novel or unique idea, question, format, or product. | Student creates a novel or unique idea, question, for­mat, or product. |  |
| *Connect, syn­thesize, and transform* | Student recognizes existing connections among ideas or solutions. | Student connects ideas or so­lutions in novel ways. | Student synthesizes ideas or solutions into a coherent whole. |  |
| TOTAL/COMMENTS |

Scale: 18-16 points = A; 15-13 points = B; 12-10 points = C; 9-7 points = D; less than 7 points = F