


KOCW Content Development Application

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| Applicant | | Faculty GEL Department Kindergarten | | |
| | Name | Natasha Reddy | Position | Assistant Professor |
| | Contact | | E-mail | |
| Content | Subject | Introduction to Creative Writing | | |
| | Credit | 1 credit (15 minutes) | | |
| | Field | Liberal Arts (<input checked="" type="checkbox"/>) Social Science (<input type="checkbox"/>) Engineering (<input type="checkbox"/>) Natural Science (<input type="checkbox"/>) Education (<input type="checkbox"/>) Medicine or Pharmaceutical Study (<input type="checkbox"/>) PE or Art (<input type="checkbox"/>) | | |
| | Outline of the Class | <p>Creative writing is an introductory course which focuses on developing students writing skills through reading, analysing and understanding English literature produced by English–first and second language speakers. This would be specifically through a selection of popular genres of fiction. Through reading various popular genres of fiction, students would be encouraged to evaluate themes, ideas and specific stories. Students can explore literary themes in fiction and poetry. Students can employ creative writing skills, with today's context in mind. Students will be encouraged to explore the range of English–use for creative expression and to uncover their own writer's voice.</p> <p>This is an integrated basic course that develops student's receptive skills (reading and listening) and productive skills (writing), reviews basic knowledge and use of grammar and vocabulary, and encourages independent learning and critical thinking.</p> | | |
| | Weeks | (10) Weeks (1 credit should be more than 15 minutes of a video each week for 10 | | |

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| | | weeks.) |
| <p>I submit this document for the KOCW Development Project.</p> <p>2021. 04 .19 .</p> <p>Applicant : Natasha Reddy (Sign) </p> <p>Head of CTL, Woo-Song University</p> | | |

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KOCW Content Development Application

1. Outline

가. Name of a Class

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| Class Name | Introduction to Creative Writing | | |
| Semester | Second semester of 2022 | Division | Major () Liberal Art (<input checked="" type="checkbox"/>) |

나. Goal of a Class

(1) Goal of a Class :

At the end of the course students will be able to do:

- Think and reflect on their own experiences, knowledge and imagination with a view to expressing these thoughts creatively and uncovering their own writer's voice or writer's perspective.
- Learn strategies that will enable them to think creatively and write short paragraphs, poetry and general fiction, using words and ideas gained through reading and understanding

different stories.

- Develop the vocabulary, grammar, speaking, writing and listening skills necessary to communicate effectively in one-on-one, small group, and classroom settings.
- Learn to develop and apply communicative strengths and areas of improvement.

(2) Introduction :

Course Description:

- Creative writing is an introductory course which focuses on developing students' writing skills through reading a selection of short excerpts of popular genres of stories, poetry and general literature written by English-first and second language speakers.
- Students will be introduced to basic writing skills that would be useful to write stories and poetry.
- This course will focus on creative writing, with emphasis on how to write free-verse poetry, creative nonfiction and creative fiction.
- This is an integrated basic course that develops student's receptive skills (reading and listening) and productive skills (writing and speaking), reviews basic knowledge and use of grammar and vocabulary, and encourages independent learning and critical thinking.
- Classroom learning is reinforced with a variety of Multimedia programs, self-assessment, communicative activities and on-line activities

Teaching Strategies:

- Video, audio, demonstrations, presentations
- PPT, Video, storyboards, modeling, peer evaluation, performance, class preparation, and others as the instructor sees fit.
- Learn to develop and apply communicative strengths and areas of improvement.

2. Weekly Plan

| Week | Content(Topic) | Learning Objective | How to Operate | | |
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| | | | Methodology | Material | Reference |
| 1 | Introduction & orientation | To understand the difference between 'creative' and other types of writing. | Students will study material related to creativity and voice. | PDF documents containing | https://accidentalcreative.com/creating/10-questions-that-will- |

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| | | To understand the concept of 'writer's voice'. To identify their own 'writer's voice'. | They will explore examples of writing across different media and genres. | readings, Word workbook | help-you-find-your-voice/ Everything you need to write a poem (and how it can save a life) Daniel Tysdal TEDxUTSC Finding your authentic author's voice -tedtalk |
| 2 | Genres and themes | To understand the concepts 'genre' and 'theme'. To read various samples of literature in order to identify genre and theme. | Explore various types of popular fiction and nonfiction in English literature and identify genres and themes. | PDF documents containing readings, Word workbook | http://staff.uny.ac.id/sites/default/files/pendidikan/Niken%20Anggraini,%20S.S.,%20M.A./OF%20PROSE%20%5BRead-Only%5D%20%5BCompatibility%20Mode%5D.pdf https://literaryterms.net/ |
| 3 | Figurative forms in writing.(1) | To learn about different types of figurative language and devices. To practice using figures of speech to enhance their writing. | Definition of figures of speech. Completion of activities and exercises to practice various figures of speech. | PDF documents containing readings, Word workbook | https://www.henry.k12.va.us/cms/lib/VA01000023/Centricity/Domain/1771/Figuative%20Language%20Packet%20.pdf |
| 4 | Figurative forms in writing.(2) | To learn about and use alliterations, imageries and onomatopoeia as figurative devices to appeal to the senses of readers. | Students will complete writing activities and exercises to practice the figurative language learned. | PDF documents containing readings, Word workbook | https://www.henry.k12.va.us/cms/lib/VA01000023/Centricity/Domain/1771/Figuative%20Language%20Packet%20.pdf |
| 5 | Poetry writing and understanding themes in poetry. | To read and analyze samples of poetry including song lyrics in order to identify similarities, differences, themes and mood. To identify key elements that constitute 'poetry'. | Students will read and engage in analyzing different samples of poetry. They will complete activities to identify similarities, differences, themes and mood of the poems read. | PDF documents containing readings, Word workbook | https://www.masterclasses.com/articles/poetry-101-learn-about-poetry-different-types-of-poems-and-poetic-devices-with-examples#what-is-poetry https://www.bbc.com/news/entertainment-arts-37643621 Inside Out & Back Again |

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| 6 | Poetry writing, Imagery and Figurative Language | To explore the process of poetry writing. To write their own free-verse poetry. | Students will study the process of poetry writing, from developing an idea to using sound, rhythm, and imagery to create an intense atmosphere or mood. They will write their own free-verse poetry. | PDF documents containing readings, Word workbook | https://www.bbc.co.uk/bitesize/topics/zmbj382 https://www.bbc.co.uk/bitesize/topics/zs43ycw |
| 7 | Creative Fiction Writing using written and visual prompts | To learn how to use writing prompts and visual prompts in creative writing. | Students will use various written and visual prompts to write short paragraphs. They will select a written/visual prompt and write a short story or poem. | PDF documents containing readings, Word workbook | https://www.literacyideas.com/writing-prompts https://www.teachersnotebook.com/visual-writing-prompts/ https://www.teachingenglish.org.uk/article/childhood-stories |
| 8 | Creative Nonfiction Writing | To understand what creative nonfiction is. To read and analyze samples of creative nonfiction including blogging, journaling and social media posts. To create and share a short creative nonfiction piece. | Students will explore creative nonfiction writing. They will read and analyze samples of creative nonfiction including blogging, journaling and social media posts. They will create and share a short creative nonfiction piece. | PDF documents containing readings, Word workbook | https://www.creativefiction.org/ https://mailchi.mp/creativefiction/sunday-short-reads-126 |
| 9 | Popular Greek Mythology | To read popular stories in Greek Mythology with the aim of identifying structure, themes and language use. | Students will explore examples of popular stories in Greek Mythology. They will analyze the structure, themes and language use. They will share their ideas. | PDF documents containing readings, Word workbook | https://teachersinstitute.yale.edu/curriculum/units/1983/2/83.02.09.x.html https://www.infobooks.org/free-greek-mythology-books-pdf/ https://www.marsd.org/cms/lib7/NJ01000603/Centricity/Domain/761/Greek%20Mythology.pdf |

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| 10 | Consolidated Writing Activity | To produce an original piece of creative writing using the content that has been learned. | Students will apply what they have learned. They will select a creative writing activity - poetry, fiction or nonfiction. They will complete and share an original piece of writing. | | LMS |
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※ You can freely complete the content sections based on the feature of the class.

3. How are you going to use your class?

For a credit class (), For a non-credit class (), For a public view ()

This course can be adapted for credit or non-credit classes. It can also be done as an elective or used as an introductory course within a university setting. If it is used for a credit class, it can be adjusted for a 15-week schedule.

4. Expected Outcome

Creative writing will enable the student to learn to think creatively and express their ideas without inhibition, using the English language. In exploring different genres of fiction by English-first and second language speakers, students will be exposed to the wide variety of English-language use for creative expression. It will help the student to learn strategies that will foster creative writing and thinking. The goal would be for a student or participant to learn about fiction, themes in popular literature and poetry. In doing so, it would enable students to write effectively. The expected outcome is two-fold:

- That students would, through the exploration of creative writing by English-second language authors, develop confidence in using English as a means of creative expression;
- That students would, through the exploration of various strategies, skills and techniques, develop and hone their overall writing, speaking and presentation skills, grammar and vocabulary.

The expectation as course developer is that it would enhance, empower and equip individuals to know, understand and apply basic creative writing principles. Through reading various popular genres of fiction, students would be encouraged to evaluate themes, ideas and specific stories. Students can explore literary themes in fiction and poetry. Students can employ creative writing skills, with today's context in mind. Any

participant can learn, apply and grow from, within any setting.