

Master Course Syllabus

Course Discipline and Number: ENGL227

Year: 2025-2026

Course Title: Fundamentals of Creative Writing

Credit Hours: 3

I. Course Description: This course is an introduction to various genres within the field of creative writing and the techniques and approaches used to create a desired effect on audience. Focus will be on an understanding and practice of short fiction, creative nonfiction, drama, and poetry. Attention to literary devices will allow for a deeper appreciation of how creative writing can be navigated and also an understanding of the possibilities and limitations of each genre. Through the creative process, students will produce original work to first present in workshop sessions and subsequently revise, using a community-based approach through both peer and self-evaluation. ENGL227 fulfills the SUNY General Education requirement in the Arts. Prerequisites: Prior completion or concurrent enrollment ENGL100; 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

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| 1. Students should be introduced to all four genres, but may choose to focus their workshop pieces more narrowly in consultation with instructor. |
| 2. Elements of literary genres should focus on the following: narration, character, dialogue, setting, form, structure, voice, imagery, figurative language, etc. |

III. Student Learning Outcomes

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

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| 1. identify elements of fiction, nonfiction, drama, and poetry and their effects within the work of published and peer writers and themselves |
| 2. employ the elements of fiction, nonfiction, drama, and poetry effectively within their own work through engagement with the creative process |
| 3. use feedback from peers and professor to critically examine and revise their work |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

Use information, critical thinking, and the creative process to solve problems and reach conclusions.

SLO 3: use feedback from peers and professor to critically examine and revise their work

Use technology appropriate to their discipline.

Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Course SLO(s):

INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Course SLO(s):

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Arts

- demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SLO 2: employ the elements of fiction, nonfiction, drama, and poetry effectively within their own work through engagement with the creative process

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Work/writers of diverse backgrounds, styles, and time periods to help inform the role of context and identity
2. Literary devices as they relate to content and style
3. Application of the creative process based on genre
4. Edifying and meaningful workshop engagement

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Short written responses and/or annotations to published works	10-20%
2. Fiction, creative nonfiction, and poetry workshop submissions	25-50%
3. Peer feedback in workshop sessions%	25-50%
4. Attendance and participation	10-30%

VII. Texts – Required Recommended Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

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1. Janet Burroway's <i>Imaginative Writing</i>	<input type="checkbox"/>
2. Kelly J. Mays's <i>The Norton Introduction to Literature</i>	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual:
Electronic:
Other:

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.