

ENGL103H : Honors Creative Writing Workshop

General Information

Author:	<ul style="list-style-type: none"> Sarah Schwendimann Ramos, Heather
Course Code (CB01) :	ENGL103H
Course Title (CB02) :	Honors Creative Writing Workshop
Department:	ENGL
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1507.00) Creative Writing
CIP Code:	(23.1302) Creative Writing.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000655753
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	<p>ENGL 103H invites students to find their unique voice through the practice of creative writing. Through step-by-step instruction, students learn the theory and craft of the major imaginative literary forms: (1) non-fiction and fiction prose, (2) poetry, and (3) drama. Interactive peer workshops give students the opportunity to read and discuss each other's writing. Students create a finished piece of writing in each literary form, preparing them for further studies or creative work. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning.</p>
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> English
---------------------	---

Alternate Discipline: No value
 Alternate Discipline: No value

File Upload

File Upload
 No Value

Course Development

Basic Skill Status (CB08)

Course is a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

C-ID	Area	Status	Approval Date	Comparable Course
ENGL	English	Pending	No value	ENGL 200 - Introduction to Creative Writing

GCC General Education Requirements	Area	Status	Approval Date	Comparable Course
Area 3: Arts and Humanities	Arts and Humanities	Pending	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07) 3
Maximum Credit Units (CB06) 3
Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards

Description

No value

No value

Course Limitations

Cross Listed or Equivalent Course	Description
ENGL 103 Creative Writing Workshop	Equivalent Course

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning

Out of Class Assignments

- A daily journal, drawing inspiration from personal experience
- Writing exercises: elements of writing in each genre (e.g. write an image-based poem using Mary Oliver's The Kingfisher as an example)
- Assigned readings in each genre
- At least one major piece of writing in each genre (e.g. a short story, a poem, and a piece of creative nonfiction)
- A final project requiring collaborative effort (e.g. revise a piece of writing incorporating feedback from the instructor and peers)
- Poetry or prose reading (outside of class)
- Honors enhancement: conduct a primary-source research project using creative writing archives (such as oral histories, newspaper archives, or personal letters available through a museum or library). Write a 4-5 page analysis connecting your findings to one of the major pieces of writing that you've written
- Honors enhancement: select a writer from a marginalized background not studied in the class to research. Prepare a 10-minute presentation about the research with visual examples that critically examines the writer's background, style, and historical influences

Methods of Evaluation	Description of Activity/Interaction
Writing Assignment	Evaluation of a short story or novel chapter of at least 1500 words
Writing Assignment	Evaluation of a free verse poem of at least twenty lines
Writing Assignment	Evaluation of a structured poem (such as a sonnet or villanelle) of at least 14 lines
Writing Assignment	Evaluation of a short play, or one act of a play, of at least eight double spaced typed pages
Writing Assignment	Evaluation of a creative nonfiction essay of at least 1500 words

Textbook Rationale

The Making of a Story by Alice LaPlante is a classic and highly-regarded creative writing text.

Textbooks

Author	Title	Publisher	Date	ISBN
Burroway	Imaginative Writing	Pearson	2023	9780137674152
Heather Sellers	The Practice of Creative Writing	Bedford/St. Martins	2021	9781319215958
David Starkey	Creative Writing: Four Genres in Brief	Bedford/St. Martins	2022	9781319215965
George Saunders	A Swim in the Pond in the Rain	Penguin Random House	2022	9781984856036
Alice LaPlante	The Making of a Story	Norton	2010	9780393337082

Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes

Course Objectives

Recognize and appreciate the elements of effective imaginative writing through examples studied in the class.

Develop and apply effective concepts for creative pieces in the various creative forms.

Synthesize critical commentary from the instructor and classmates in the process of revision.
Produce a journal comprised of regular entries drawing from life experiences.
Conceive and execute several fully developed, entirely original imaginative pieces.
Evaluate the work of classmates and participate in the process of mutual criticism.
Apply techniques of voice, exposition, setting, detail, dialogue, dramatic action, pace, character development, and plot in writing fiction.
Apply techniques of rhythm, sound devices, punctuation, line, figurative language, imagery, stanzaic structure, compression, and thematic statement in writing poetry.
SLOs
Write a short story or novel chapter of at least 1500 words that exhibits knowledge of the conventions of fiction. Expected Outcome Performance: 70.0
Write a poem of at least twenty lines that exhibits knowledge of the conventions of poetry. Expected Outcome Performance: 70.0
Write a work of creative nonfiction that exhibits knowledge of essay form and structure, persona and voice. Expected Outcome Performance: 70.0
Write a short dramatic piece such as a monologue, dialogue, or one-act play. Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?
 No

Is this proposal submitted in response to learning outcomes assessment data?
 No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.
 No Value

SLO Evidence
 No Value

Course Content

Lecture Content

Writing the Journal (3 hours)

- Early examples of the genre
- Some Twentieth Century journals
- Examples of journals amplifying intersectional identities (race, gender, sexuality, disability, etc.)
- Getting started: types of journal entries

Creative Nonfiction (13 hours)

- The Personal Essay
- Journalistic and Subject-based Nonfiction
- Forms of the Essay (Narrative, Meditative, etc.)
- Memoir
- Using Research
- The writer's voice and authorial presence

The Short Story (13 hours)

- Some examples of effective fiction that show diverse perspectives
- Plot development
- Creating character and considering intersectional identities
- The functions of setting
- Point of view: who tells the story?
- Writing the short sketch: the "shock story"
- The nature of popular fiction
- Writing the full-length short story

Poetry (13 hours)

- The concept of genre
- Study the language and styles of diverse perspectives (e.g. AAVE, translingual approaches, poets with disabilities, etc.)
- Poetic language: the art of compression
- Practice in some short poetic forms
- Objectifying personal experience in the poem
- Some modern poets: a study of styles

Drama (13 hours)

- The concept and origins of drama
- Study of some short (one-act) plays
- The art of writing effective dialogue
- Creating character in drama
- Study diverse approaches to dialogue and characters (e.g. AAVE, translingual approaches, characters with disabilities, etc.)
- Plotting the play
- Consider historical and cultural context for plot development
- Writing in collaboration

Establishing common language for discussing student writing (2 hours)

- Collaboration on purpose of the workshop
- Limits and possibilities of the creative writing workshop
- Making space for all, but especially marginalized voices

Total hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Fall/Spring

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value