

Glendale College  
**Course Outline of Record Report**

Course ID 002006  
 Revision - September 2025

## ENGL103 : Creative Writing Workshop

### General Information

Author:	<ul style="list-style-type: none"> <li>Sarah Schwendimann</li> <li>Ramos, Heather</li> </ul>
Course Code (CB01) :	ENGL103
Course Title (CB02) :	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) :	CCC000246377
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	12/19/2023
Last Cyclical Review Date:	10/25/2023
Course Description and Course Note:	ENGL 103 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.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>In-Person</li> <li>Remote</li> <li>Hybrid</li> <li>Online</li> </ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>English</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

**Basic Skill Status (CB08)**

Course is not 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**

Approved

**GCC General Education Requirements**

Area 3: Arts and Humanities

**Area**

Arts and Humanities

**Status**

Approved

**Approval Date**

09/02/2025

**Comparable Course**

No Comparable Course defined.

**C-ID**

ENGL

**Area**

English

**Status**

Approved

**Approval Date**

02/16/2010

**Comparable Course**

ENGL 200 - Introduction to Creative Writing

### Units and Hours

**Summary**

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	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** 0

**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
ENGL103H Honors 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)

### Methods of Evaluation

### Description of Activity/Interaction

In-Class Writing Assignment	Evaluation of a short story or novel chapter of at least 1500 words
In-Class Writing Assignment	Evaluation of a free verse poem of at least twenty lines
In-Class Writing Assignment	Evaluation of a structured poem (such as a sonnet or villanelle) of at least 14 lines
In-Class Writing Assignment	Evaluation of a short play, or one act of a play, of at least eight double spaced typed pages
In-Class 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. Martin's	2021	9781319215958
David Starkey	Creative Writing: Four Genres in Brief	Bedford/St. Martin's	2022	9781319215965
George Saunders	A Swim in a Pond in the Rain	Penguin Random House	2022	9781984856036
Alice LaPlante	The Making of a Story	Norton	2010	9780393337082
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
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

*ILOs*  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

*ENGL*  
English - A.A. Degree Major

Apply literary and rhetorical concepts in order to critically read, write, think, and research

*ENGL*  
English AA-T Degree

Apply literary and rhetorical concepts in order to critically read, write, think, and research

*ENGL*  
English - AA-T

Apply literary and rhetorical concepts in order to critically read, write, think, and research

*ENGL*  
English A.A. Degree

Apply literary and rhetorical concepts in order to critically read, write, think, and research

*HUMAN*  
Interdisciplinary Humanities:  
Creativity A.A. Degree

Apply literary, rhetorical, and interdisciplinary studies concepts, and discipline-specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity

*ENGL*  
Creative Writing

Demonstrate creative and critical thinking as it applies to writing and reading.

Demonstrate increased knowledge the principles of Creative Writing.

Demonstrate increased reading and writing comprehension of English.

*ENGL*  
English: Creative Writing A.A.  
Degree

Produce work that is organized and written in a style suited for its purpose and audience

*ILOs*  
General Education

apply examples of theories and criticism associated with a field of study

*ENGL*  
English: Creative Writing A.A.  
Degree Major

develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

produce work that is organized and written in a style suited for its purpose and audience

**Write a poem of at least twenty lines that exhibits knowledge of the conventions of poetry.** Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English A.A. Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>HUMAN</i> Interdisciplinary Humanities: Creativity A.A. Degree	Apply literary, rhetorical, and interdisciplinary studies concepts, and discipline-specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading.  Demonstrate increased knowledge the principles of Creative Writing.  Demonstrate increased reading and writing comprehension of English.
<i>ENGL</i> English: Creative Writing A.A. Degree	Produce work that is organized and written in a style suited for its purpose and audience
<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study
<i>ENGL</i> English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources  produce work that is organized and written in a style suited for its purpose and audience
<b>Write a work of creative nonfiction that exhibits knowledge of essay form and structure, persona and voice.</b> Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.  Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.  Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English A.A. Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>HUMAN</i> Interdisciplinary Humanities: Creativity A.A. Degree	Apply literary, rhetorical, and interdisciplinary studies concepts, and discipline-specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
<i>ENGL</i> English: Creative Writing A.A. Degree	Produce work that is organized and written in a style suited for its purpose and audience

<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study	
<b>Write a short dramatic piece such as a monologue, dialogue, or one-act play.</b>		Expected Outcome Performance: 70.0
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.	
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.	
	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.	
<i>ENGL</i> English A.A. Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research	
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research	
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research	
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research	
<i>HUMAN</i> Interdisciplinary Humanities: Creativity A.A. Degree	Apply literary, rhetorical, and interdisciplinary studies concepts, and discipline-specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity	
<i>ENGL</i> English: Creative Writing A.A. Degree	Produce work that is organized and written in a style suited for its purpose and audience	
<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study	

**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 "short 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