



# Unit outline

Name of unit
Introduction to Creative Writing (HSW120.8)

Unit description
<p>This subject introduces students to the historical foundations and practical pursuit of creative writing in a Christian context, with equal emphasis on poetry and short fiction. Students learn about the foundations of English literature in the oral history and poetry of ancient societies, and are introduced to the basic elements of traditional structured and free-form poetry (such as metre, rhyme, syllabics and poetic imagery) as they develop their own original poetry. Students also consider the distinction between poetry and prose fiction and develop their own original short stories through an examination of the structure and purpose of narrative, the role of character, theme, voice, point-of-view and other literary techniques. Throughout, students are guided through the process of idea development, drafting, revision, editing and proofreading, and are encouraged to consider the opportunities and challenges arising from the interaction between their writing and their personal faith/spirituality/worldview.</p>

## SECTION 1 – GENERAL INFORMATION (CORE)

### 1.1 Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Graduate Certificate in Creative Writing & Communication Graduate Diploma in Creative Writing & Communication Master of Creative Writing & Communication	One semester	Introductory (e.g. 1 <sup>st</sup> semester)	Dr James Cooper

### 1.2 Core or elective unit

Indicate if the unit is a:

core unit

- elective unit
- other (please specify below):

### 1.3 Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
6	<input type="checkbox"/> 24 (Grad Cert) <input type="checkbox"/> 48 (Grad Dip) <input checked="" type="checkbox"/> 96 (Masters)

### 1.4 Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
3	6	9

- (1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.
- (2) Total time students are expected to spend per week in studying, completing assignments, etc.
- (3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

### 1.5 Delivery mode

Tick all applicable delivery modes for the unit and provide details in the following text box: If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

- Face to face on site
- E-learning (online)
- Intensive/block mode (where the unit or a face to face component is delivered in a block)
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track

Other (please specify)

## 1.6 Work-integrated learning activity

If the unit includes a work-integrated learning component (where completion of the unit requires students to undertake learning in a workplace outside of their higher education provider), provide details including the rationale, the specification and methods for assessing the learning outcomes, monitoring arrangements and whether the work integrated learning is required for professional accreditation. If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

Also if available, upload copies or templates of the formal agreements with third parties for the work-integrated learning activity, using the 'Attach evidence here' function of the online form.

Refer to the TEQSA Guidance Note on Work-Integrated Learning as required (available on the TEQSA website).

NA

## 1.7 Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes  No

**If YES**, provide details of the prerequisite or co-requisite requirements below.

## 1.8 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes  No

**If YES**, provide details of specialist facilities and/or equipment below.

## SECTION 2 – ACADEMIC DETAILS (CORE)

### Learning outcomes for the unit

On successful completion of this unit students will be able to:

1. Evaluate the nature of creativity and the objectives of the creative writer in light of the Christian faith and personal worldview
2. Research and evaluate notable works and authors in order to develop their own creative writing goals
3. Apply traditional verse forms and techniques, including rhyme and meter, as well as more contemporary free verse styles in developing their own original poetry with a view to publication
4. Apply key creative fiction writing techniques such as plot, theme, character, voice, point of view and dialogue in developing their own original short fiction with a view to publication
5. Develop, critique, revise and edit their own poetry and prose, and the poetry and prose of others, through collaborative writing workshops

### Topics included in the unit

Introduction: What is Creative Writing? & Foundations of Poetry

Metre in traditional poetry

Rhyme, alliteration, assonance and other poetic devices

Syllabics and other structured styles

Free Verse and New Structuralism

Exploring faith and spirituality in poetry

What is Prose Fiction? & Sources of Inspiration

Writing Preliminaries – developing a Project Profile

Getting started with Character, Plot & Structure

Character development: Writing effective dialogue

Show, don't tell: Painting word pictures

Editing and Revision

Getting your work into print

<b>Assessment tasks</b>			
<b>Type (1) (see examples noted below this table)</b>	<b>When assessed – year, session and week (for example, year 1, semester 1, week 1)</b>	<b>Weighting (% of total marks for unit)</b>	<b>Cross reference to learning outcomes</b>
Attendance and Participation Regular attendance of lectures and writing workshops (or forum participation for externals) Weekly writing exercises performed in class and/or submitted online Equivalent to 1300 words	Weekly	20	1,2,3,4,5
Major Poetry Assignment Single poem or thematic collection 50-100 lines (equiv. 1200 words)	Week 8	30	3 & 5
Major Prose Assignment Short Story 2000 words	Week 13	30	4 & 5
Research Paper & Reflection: Research the life and work of an prominent Christian author and describe their relevance to your own creative writing goals 1000 words	Week 14	20	1 & 2

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

## 2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit. NB. Many of the recommended texts are classics within the field, selected due to their enduring relevance and quality.

### Required texts

Worthing, M. (Forthcoming). *Creative Writing in the Christian Context*. Morningstar Publishing.

### Recommended texts

Disher, G. (2003). *Writing fiction*, Crow's Nest, NSW: Allen & Unwin.

Elsheimer, J. (2001). *The Creative Call*, Colorado Springs, CO: Shaw Books.

Fry, S. (2007). *The Ode Less Travelled: Unlocking the Poet Within*. London, UK: Hutchinson.

Gotham Writers Workshop (2003). *Writing Fiction: The Practical Guide from New York's Acclaimed Creative Writing School*. New York, NY: Bloomsbury.

Grenville, K. (1999). *The Writing Book: A Workbook for Fiction Writers*. Crows Nest, NSW: Allen & Unwin.

Kooser, T. (2007). *The Poetry Home Repair Manual: Practical Advice for Beginning Poets*. Nebraska, USA: Bison Books.

L'Engle, M. (2001). *Walking on Water: Reflections on Faith and Art (5<sup>th</sup> Ed)*. Colorado Springs, CO: Waterbrook Press.

Lodge, D. (1994). *The Art of Fiction: Illustrated from Classic and Modern Texts*. London, UK: Penguin.

Marsden, J. (1998). *Everything I Know about Writing*. (Rev. Ed.). Sydney: Pan Macmillan.

Marshall, E. (2004). *Novel Writing: 16 Steps to Success*. (2<sup>nd</sup> ed.). London: A&C Black.

Novakovich, J. (2008). *Fiction Writer's Workshop*. Cincinnati, OK: Writer's Digest Books.

O'Connor, F. (1977). *Mystery and Manners: Occasional Prose*. New York, NY: Farrar Strauss and Giroux.

Prose, F. (2007). *Reading Like a Writer: A Guide for people Who Love Books and Those Who Want to Write Them*. New York, NY: Harper Collins.

Stillman, F. (1966). *The Poet's Manual and Rhyming Dictionary*. London: Thames and Hudson.

Tredennick, M. (2006). *The little red writing book*. Sydney, NSW: University of NSW Press.

Whitworth, J. (2006). *Writing Poetry*. London, UK: A&C Black.