

## Course Overview: ENG 201

<b>Course title:</b> Creative Writing for Non-majors
<b>Pre-requisites:</b> None
<b>Number of credits:</b> 3
<b>Catalog course description:</b> ENG 201 serves as an introduction to the written creative process for students who are not English majors. This class will be run as a workshop in which students will give and get feedback on original creative work. Each student will produce a portfolio of polished creative work by the end of the term.
<b>Required instructor qualifications:</b> Minimum degree required: MFA in Creative Writing or a Ph. D. in Comp/Rhet, Writing Studies, or a related field, or a record of peer-reviewed literary journal and/ or book publication
<b>Course's audience and role in Eastern's curriculum:</b> This course is a part of Eastern's liberal arts core curriculum, so it is taken by students across the university, usually in their first or second year. This course fulfills the liberal arts learning outcome of <a href="#">creativity</a> well as the Arts and Humanities requirement. This course is not required for English majors, for whom there is a different introductory creative writing course.
<b>Learning outcomes:</b> All courses in the liberal arts core that meet the creativity requirement focus on the following learning outcomes, which you should include on your syllabus.  Students will be able to demonstrate creativity by: <ul style="list-style-type: none"><li>• Utilizing newly acquired strategies and skills within a creative domain</li><li>• Synthesizing ideas, perspectives, information or materials in original ways</li><li>• Creating an imaginative act or product with new ideas, perspectives, information and materials</li><li>• Evaluating the role of their own values, interests and ideas in the creative process and resulting action or product</li></ul> In addition to these ELAC learning outcomes, your syllabus should also include outcomes related to this particular creative writing course. These outcomes might include: <ul style="list-style-type: none"><li>• Applying techniques appropriate to a specific creative medium, genre, or form</li><li>• Articulating and analyzing the critical and aesthetic values of a text</li><li>• Employing a variety of techniques for brainstorming and conceptualizing ideas</li><li>• Revising work based on peer and instructor feedback as well as personal reflection</li><li>• Providing feedback on the work of other student-writers</li></ul>
<b>Primary modes of instruction:</b> As sample syllabus A explains, this course includes reading and discussing both students' creative work and the work of established writers. The class is run primarily as a workshop in which students give and get feedback on their

original creative work. As sample syllabus B declares, there are “very few days” in which writing does not occur during class time.

While there is not a set list of forms or genres this course must include, there should be variety—at minimum, the course should include both poetry- and fiction-writing.

**HIPs:**

High Impact Practices (HIPs) are activities or strategies that enhance learning, engagement and success and are required for courses with an ELAC designation. The primary HIP for this ELAC course is Collaborative Learning. Throughout the semester, students workshop their writing in groups small and large, getting and giving feedback. Each piece of writing goes through multiple revisions, work that will happen in response to feedback from individuals, small groups, and the entire class.

The second HIP for this course is Writing. Writing will be central to the work in the course – from short, in- class response writing to longer, more meditative responses that reflect back on the work done (Assignment: Reflection Essay), to the formal pieces of writing (Assignments: poetry, fiction, creative non-fiction) that will form the central work of this course.

**Primary modes of assessment:** All sections of this course have the same culminating assignment: the creation of a polished portfolio/chapbook of work the student has created, workshopped, and revised over the course of the semester. Such portfolios generally include at least 3 polished pieces of writing, varying in form.

Instructors vary in the assignments they give to lead to the final portfolio/chapbook, but often assign quizzes, short homework assignments, reflective writing, and brainstorming/journaling in addition to full drafts. Active participation in the workshopping of peers’ work should also play a role in students’ course grades.

Approved by the Department of English on 05/20/2026

Signature of department chair or faculty liaison: *Kenneth McNeil*