

DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM

DEVELOPMENT COVER SHEET

Instructions: See PRP 3230 Course and Program Development

MAR 21 2017

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: English, Creative Writing Concentration

SHORT TITLE OF PROPOSAL: Modify Creative Writing Concentration graduation requirements

CIP: (FOR PROVOST'S USE ONLY)

OFFICE OF THE PROVOST

Box 1: TYPE OF ACTION		ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION		Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)			APPROVAL SEQUENCE(see box 5)	DOCUMENTS REQUIRED (see box 4)	INFO COPIES (see 2 below)	
<input type="checkbox"/>	1	Experimental Course <sup>1</sup>	A B2 E	PQR	1. d	
<input type="checkbox"/>	2	Change in Master Course Syllabus:				
<input type="checkbox"/>	2a	Title and/or Description	A B1 B2 E	PQ	2ab.	
<input type="checkbox"/>	2b	Credits/Points	A B1 B2 E	PQ	2c.	
<input type="checkbox"/>	2c	Course/Co-Curricular Learning Experience <sup>5</sup> Number	A B1 B2 E	PQ	2c.	
<input type="checkbox"/>	2d	Pre & Co-Requisite	A B1 B2 E	PQ	2d. a, b	
<input type="checkbox"/>	2e	Content Outline	A B1 B2 DE	PQR	2e. a, b	
<input type="checkbox"/>	2f	Methods	A B1 B2 E	PQR	2f. a, b	
<input type="checkbox"/>	2g	Student Learning Objectives	A B1 B2 DE	PQR	2g. a, b	
<input type="checkbox"/>	2h	Student Assessment and/or Evaluation	A B1 B2 E	PQR	2h. a, b	
<input type="checkbox"/>	2i	Course/CLE Assessment	A B1 B2 E	PQR	2i. a, b, e	
<input type="checkbox"/>	2j	Supporting Materials &/or Prototype Text	A	R	2j. a, b, f	
<input type="checkbox"/>	3	Departmental Recommended Class Size, if appropriate	A B1 B2 DE	PQR	3. a, b	
<input type="checkbox"/>	4	Deactivate a Course/CLE	A B1 B2 E	PQ	4. a, b	
<input type="checkbox"/>	5	Pass/Fail Grading	A B1 B2 DE	PQR	5. a, b	
<input checked="" type="checkbox"/>	6	Major/Minor/Concentration Requirements/Electives	A B1 B2 DE	PQV	6. a, b	
<input type="checkbox"/>	7	New Course/CLE	A B1 B2 DE	PQR	7. a, b	
<input type="checkbox"/>	8	Dual Listing (select 8a or 8b)	A B1 B2 DE	PQR	8. b	
<input type="checkbox"/>	8a	Offered in two departments with same number	A B1 B2 DE	PQR	8a. b	
<input type="checkbox"/>	8b	Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE	PQR	8b. b	
<input type="checkbox"/>	9	General Education Change	A B1 B2 C3 DE	PQR	9. a, b	
<input type="checkbox"/>	10	Minor	A B1 B2 DE	PQV	10 a, b	
<input type="checkbox"/>	11	Non-Degree Certificate Program	A B1 B2 DE FGH	PQTU	11. a, b	
<input type="checkbox"/>	12	Program Deletion	A B2 D-Information EFGH	PQTU	12. a, b, c	
<input type="checkbox"/>	13	Program Moratorium	A B2 D-Information EFH	PQ	13. a, b, c	
<input type="checkbox"/>	14	Certificate Program(Major or Minor Exists)	A B1 B2 DEFG	PQ	14. a, b, c	
<input type="checkbox"/>	15	Degree Designation	A B1 B2 DEFGH	PQTU	15. b, c	
<input type="checkbox"/>	16	Degree Program			16. a, b, c	
<input type="checkbox"/>	16a	Letter of Intent	A B1 B2 DEFGH	X		
<input type="checkbox"/>	16b	Request for Accelerated Program Review	A B1 B2 DEFGH	PQTUVW		
<input type="checkbox"/>	16c	Detailed Program Proposal <sup>3</sup>	A B1 B2 DEFGH	PQTUVW		
<input type="checkbox"/>	17	Program Policy Change	A B1 B2 DE	PQ	17. a, b, c	
<input type="checkbox"/>	18	Concept Approval	A B1 B2 DE	PQ	18. a, b, c	
<input type="checkbox"/>	19	Distance Education (80% of content via Dist Ed)	A B1 B2 DE	PQR	19. a, b, c	
<input type="checkbox"/>	20	Other	VARIES	VARIES	20. varies	

Box 4: DOCUMENTATION								
X	P.	This Cover Sheet		T.	Fiscal Impact		W.	Program Completion Plan
X	Q.	Summary (Reverse of P)		U.	Needs Analysis		X.	Letter of Intent
	R.	Syllabus	X	V.	Program Course Checklists <sup>4</sup>			

- 1 Approval automatically lapses after two offerings unless permanently approved as a new course.
- 2 Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC  
e) Office of Planning & Assessment f) Provost's Office
- 3 16a, submission of Letter of Intent to PASSHE, must be completed prior to detailed program development unless Request for Accelerated Program Review is granted
- 4 Include existing and proposed checklists.
- 5 Co-Curricular Learning Experience (CLE)

SHORT TITLE OF PROPOSAL: Modify Creative Writing Concentration graduation requirements

Box 5: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Dept/Program: <u>English</u>	Chair: <u>[Signature]</u>	<u>12-13-16</u>
B1 College Curriculum Committee	Chair: <u>[Signature]</u>	<u>12-14-16</u>
B2 College Dean	Dean: <u>[Signature]</u>	<u>1/31/17</u>
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: _____	_____
D University Curriculum Committee (BUCC)	Chair: <u>[Signature]</u>	<u>4/5/17</u>
E University Provost & VPAA	Provost & VPAA <u>[Signature]</u>	<u>4/11/17</u>
F University President	President: _____	_____
G Council of Trustees	Chair: _____	_____
H PASSHE	_____	_____

**DOCUMENT Q - SUMMARY PROPOSAL**

College: Liberal Arts	Department: English
Contact Person: Claire Lawrence/Jerry Wemple	Phone: x 4658
	Effective Semester: Fall 2017

**Q-1: Briefly describe what is requested:**  
 We request that the English/Creative Writing track major requirements be revised to complement the recently re-done Literature Track as well as be updated to reflect changes in the discipline.

**For new courses or changes in existing courses (needed by Registrar):**

New Title:	Course #:	Credits:
Course Abbreviation: (Maximum of 20 letters including blank spaces)		
Old Title:	Course #:	Credits:

**Q-2: Set forth the full rationale for what is proposed.**

We propose a new set of curricular requirements, based on the Association of Writers and Writing Programs' recommendations for the teaching of writing to undergraduates. These goals are: 1) Demonstrate familiarity with a range of literary/critical traditions and cultural viewpoints, 2) Explain how form, genre, and the history and structure of language relate to the craft of creative writing through critical analysis of varied genres, 3) Write original and inventive creative works, 4) Compose in a range of artistic and professional genres, including new media, showing how creative writing skills can be deployed in a variety of professional opportunities.

The new requirements reduce the number of credit hours required for the major from 45 to 42 and scaffold the courses so skills build upon each other.

A detailed proposal is appended to this Omnibus.


**Q-3 RESOURCES**

No additional resources required. Explain why. The proposed requirements include two new courses which will be addressed in separate proposals (Create a new course English 316 and Create a new course English 260: Literary Non-Fiction assign GEPs). These courses can be taught by several existing faculty.

Additional resources required. Indicate probable source of additional funds.

Q-4 Impact including Center for Academic Computing and Library resources (Complete a or b)

a) Impact was reviewed but none detected: \_\_\_\_\_  
 Department Chair Signature Date

b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were: Theatre  
  
 Department Chair Signature Date 11-13-16

c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:  
 \_\_\_\_\_  
 Department Chair Signature Date

IB/kef/OmnibusForm 12/10/15

Claire,

I see no negative impact on the Theatre and Dance division in terms of our course offerings from this change.

Yes, the prefix is still THEATRE.

We did update the course name to just "Introduction to Theatre" (dropping "arts") when we added the GEPs to the course, so probably good to use that on both your paperwork and Jerry's.

We're excited for this change and as I said over the summer, if you guys can supply us with a count of seats in Intro your students desire for any given semester before registration begins for that semester, I'm happy to reserve those seats for them.

Ethan Krupp

\_\_\_\_\_  
 From: Lawrence, Claire <clawrenc@bloomu.edu>  
 Sent: Saturday, September 24, 2016 4:27 PM  
 Subject: RE: Request for Response to Changes to Creative Writing Minor  
 To: Krupp, Ethan <ekrupp@bloomu.edu>, Wemple, Jerry <jwemple@bloomu.edu>  
 Cc: Decker, Mark T <mdecker@bloomu.edu>, Oleksiak, Timothy <toleksia@bloomu.edu>, Stuart, Anne <astuart@bloomu.edu>

Ethan,  
 Jerry beat me to the punch; he is working on the minor proposal and I am doing the major. I also need to request an official okay that we are listing THEATRE 102 Introduction to Theatre Arts as a prerequisite for THEATRE 340: Scriptwriting for our students who choose these courses as an option. I've attached the program checklist. The prefix for the classes is still THEATRE, no? Or has that changed as well?

Thanks!  
 -Claire

## Proposal for new curriculum for the major in English/Creative Writing concentration

- 1) Background:** The Department of English offers three concentrations: English/Secondary Education, English/Literature Concentration, and English/Creative Writing. The curriculum currently in place for the Creative Writing Concentration has not been updated in more than fifteen years and should reflect the changes in the revised literature track, which has moved the English Department's offerings away from a focus on national boundaries and historical periods as a way of organizing curricula and towards a more flexible, skill-based model. Students of creative writing rely on their literature classes to give them models for their own work and also a way of understanding the traditions and genres in which they are writing; more than half of the concentration's required classes are literature courses. Also relevant is the fact that creative writing programs nationwide are moving towards a more professional model: not just teaching students to write original, creative works, but also showing them how to navigate the complicated publishing and digital worlds, which have changed drastically since the concentration was first designed.
- 2) Proposal:** We propose a new curriculum which enriches students' background in literature and its traditions prior to their creating original literary works. This new model is more like the Art Studio major than the previous one, and allows students to focus more on their craft, especially as they will be asked to complete a literature course in each area that they will later study in a writing class. [For example, before a student takes 301 (Creative Writing: Fiction) they will need to take 274 (Short Story).] This change is proposed primarily because our students often come to writing workshops not having read much in a form they will be given the very complex task of reproducing (or reconfiguring, though this is a higher level skill). The other major change to the concentration is the creation of a junior seminar which focuses on the professional/practical aspects of a writing career: publishing, new media literacy, marketing, etc. as well as studying how creative writing skills can be deployed in a variety of professional opportunities.
- 3) Program assessment/ePortfolio:** The proposed new curriculum for the English/Creative Writing Concentration is committed to four Student Learning Goals: 1) Demonstrate familiarity with a range of literary/critical traditions and cultural viewpoints, 2) Explain how form, genre, and the history and structure of language relate to the craft of creative writing through critical analysis of varied genres, 3) Write original and inventive creative works, 4) Compose in a range of artistic and professional genres, including new media, showing how creative writing skills can be deployed in a variety of professional opportunities. These goals will be assessed by the creation of an ePortfolio, which students will add to throughout their time in the major.

The proposed new curriculum includes classes in which ePortfolio construction will be a component: 203: Approaches to Literary Study, 316: the Practice of Creative Writing and 404: Creative Writing: Seminar. We will thus be able to collect early, middle, and late samples of work, which will include both creative and critical writing, from most of the students in the CW track.

203: Approaches to Literary Study, is the gateway course to the major, taken immediately by first-year students who declare the major and taken early on by students who declare the major post-matriculation. Students will create their first ePortfolio presentation for the CW major in this course, in order to begin to understand their developing status as writers, scholars and professionals. They will be encouraged to continue to add and maintain their ePortfolio as it is also a graduation requirement for the CW majors, used primarily to track educational progress and encourage career preparation. By the time students are seniors, most will have created several ePortfolio presentations showcasing different aspects of their work and reflecting upon the quality of their work and its purposes. A specific ePortfolio presentation will be created solely for program assessment (though at the instructor's discretion, the content of the assessment presentation may overlap that of presentations created for other purposes).

Next, CW majors will be required to take 316, and most will take it in their junior year. Students in 316 may be asked to create an ePortfolio presentation for this class, but will be required to add content to their cumulative ePortfolio that tracks their development after 203. Also as juniors, the CW majors will be required to see their English advisors for, among other things, a review of the required ePortfolio presentation used for assessment.

In the last weeks of the senior seminar, students will be asked to complete the ePortfolio presentation required for program assessment, comprising artifacts from three different stages in their creative writing curriculum. They will also be encouraged to add materials from other departments and activities as well, on the assumption that the skills learned in writing and literature courses will appear in other contexts as well. (They ought to have sufficient material from which to choose, already stored in the ePortfolio, having created ePortfolio presentations in 101: Foundations of College Writing and 203: Approaches to Literary Study, as well as having been asked to add more material in 316 and other classes.) They will compose and add a reflection describing how they have developed as readers, writers, and thinkers in their English courses and how the artifacts demonstrate that development to the required ePortfolio assessment presentation. The reflection will be structured in alignment with the English CW Learning Goals, so that when the English Department Creative Writing Committee reads the presentations, they ought to be able to form a clear picture of what skills and attitudes the students believe were acquired in their English coursework and co-curricular activities (e.g., literary journal, Writing Center consultancy).

Ideally the ePortfolio assessment presentations used for program assessment will contain work from at least three distinct stages in the students' development. When this is not the case (as for students who have transferred in large numbers of English credit from other schools or students who, for whatever reason, have taken 203, 316, and 404 in two or three semesters (instead of three or four years), those ePortfolio presentations will be assessed separately.

When the assessment ePortfolio presentation is complete, the students will be asked to share the URL with the chair of the Creative Writing Committee, who will distribute it to the CW Committee members.

**Learning Objective 1:** Demonstrate familiarity with a range of literary/critical traditions and cultural viewpoints. (12 credits)

All creative writing students must take:

203: Approaches to Literary Study

237: American Literature 2

any **one** of the following lower division courses:

221: Bible as Literature

226: European Literature 1

227: European Literature 2

236: American Literature 1

246: British Literature 1

247: British Literature 2

256: Non-Western Literature 1

257: Non-Western Literature 2

281: U.S. Latino Literature

283: Jewish Fiction

286: Women's Literature

287: Black Women Writers

And any **one** 300 or 400 level literature course.

**Learning Objective 2:** Explain how form, genre, and the history and structure of language relate to the craft of creative writing through critical analysis of varied genres. (12 credits)

All creative writing students must take **one** linguistics class:

311: Structure of English

**or**

312: History of the English Language

**And** three genre courses **before** the relevant workshop

280: Poetry

274: Short Story

260: Literary Non-Fiction

Theatre 102: Introduction to Theatre

**Learning Objective Three:** Write original and inventive creative works. (12 credits)

All creative writing students must take:

204: Intro Creative Writing

and **three** of the following upper division workshops:

301: Fiction Writing Workshop

302: Non-Fiction Writing Workshop

303: Poetry Writing Workshop  
Theatre 340: Scriptwriting

**Learning Objective Four:** Compose in a range of artistic and professional genres, including new media, showing how creative writing skills can be deployed in a variety of professional opportunities. (6 credits)

316: The Practice of Creative Writing  
404: Senior Seminar



Rubrics: English/Creative Writing Program Assessment

**Learning Objective 1:** Demonstrate familiarity with a range of literary/critical traditions and cultural viewpoints.

Describe two or three literary traditions and/or cultural viewpoints that you have learned about in your years at BU, and which have become important to you.

4 Exceptional growth	3 Strong growth	2 Observable growth	1 Little growth	0 No observable growth
Student expresses a complex understanding of traditions/viewpoints as living and contextual; can sympathize with belief systems different from her own; can articulate how a tradition or viewpoint new to her has become integral to her thinking and writing.	Student can describe traditions/viewpoints with depth and nuance, and can describe how they have had an impact on her.	Student can describe traditions/viewpoints, and can correctly express their importance.	Student can describe traditions/viewpoints, but cannot clearly express their importance.	Student has not understood the terms “literary traditions” or “cultural viewpoint.”

**Learning Objective 2:** Explain how form, genre, and the history and structure of language relate to the craft of creative writing through critical analysis of varied genres.

What have you learned about the English language and its use in creative writing, and how has this knowledge affected you as a writer?

4 Exceptional growth	3 Strong growth	2 Observable growth	1 Little growth	0 No observable growth
Student can explain clearly how the concept of language as a medium with a history has an impact on the writer of today, and how the forms and genres of literature are fundamental to the processes of reading and writing.	Student can explain how the medium of language has an impact on the writer, and how the writer interacts with literary forms and genres.	Student can describe what he has learned about language, form, and genre, and can explain their importance conceptually.	Student can describe what he has learned about language and form, but not how it has affected his writing.	Student has little to say about importance of language as a medium, forms, or genres.

**Learning Objective Three:** Write original and inventive creative works.

Describe two or three of the creative projects in your ePortfolio: what is “original” or “inventive” about them?

4 Exceptional growth	3 Strong growth	2 Observable growth	1 Little growth	0 No observable growth
Student shows a clear awareness of the complex and contested character of “originality” and “inventiveness,” and can describe how specific elements of her own works meet or do not meet her own sense of “creativity.”	Student’s understanding of the terms “originality” and “inventiveness” are clear and complex, and her application of the terms to her own work is detailed and illuminating.	Student’s understanding of the terms “originality” and “inventiveness” is clear and plausible, and her application of the terms to her own work is useful.	Student’s understanding and application of the terms “originality” and “inventiveness” are simplistic.	Student either does not or cannot address originality or inventiveness.

**Learning Objective Four:** Compose in a range of artistic and professional genres, including new media, showing how creative writing skills can be deployed in a variety of professional opportunities.

What skills have you developed as a writer that can be put to use in the world outside creative writing?

4 Exceptional growth	3 Strong growth	2 Observable growth	1 Little growth	0 No observable growth
Student has continually sought out opportunities to expand his range into new modes and new contexts, and can refer to samples of striking tangible projects in several styles and media of communication; student can articulate clearly how he is prepared for several professional paths.	Samples in the ePortfolio are drawn from coursework in several academic areas and also includes some non-academic communication and work in digital/visual modes; student can articulate clearly the nature of his knowledge and experience.	Samples in the ePortfolio are drawn from several classes, both in and out of the creative writing curriculum, and from other academic areas; student can articulate how he has developed as a writer in areas outside of his major.	Samples in the ePortfolio are limited, but the student has made an effort to show how he is prepared for the future.	Samples in the ePortfolio are limited to classroom assignments.

**MAJOR IN ENGLISH: Creative Writing Track: Advising Worksheet for students enrolling Summer 2012 and after**

<b>Required by Creative Writing Major (45 credits)</b>			
Course Number	Course Title		Plan
ENGLISH 203	Approaches to Literary Study		1 <sup>st</sup> yr
ENGLISH 204	Introduction to Creative Writing		1 <sup>st</sup> yr
<b>Choose Three</b>	ENG 301	Creative Writing: Fiction ( <i>fall only</i> )	at least 3 classes 2 <sup>nd</sup> -3 <sup>rd</sup> yr
	ENG 302	Creative Writing: Nonfiction ( <i>spring only</i> )	
	ENG 303	Creative Writing: Poetry ( <i>fall only</i> )	
	ENG 300	Writing Children's Lit	
	THEATRE 340	Scriptwriting	
ENGLISH 226	European Literature I		1 <sup>st</sup> -2 <sup>nd</sup>
<b>pick one</b>	ENG 236	American Literature I	2 <sup>nd</sup> yr
	ENG 237	American Literature II	
<b>pick one</b>	ENG 246	British Literature I	2 <sup>nd</sup> yr
	ENG 247	British Literature II	
<b>pick one</b>	ENG 256	Non-Western Literature I	2 <sup>nd</sup> -3 <sup>rd</sup> yr
	ENG 257	Non-Western Literature II	
ENGLISH Elective*	(other than 101: Foundations of College Writing or 201: Composition 2)		2 <sup>nd</sup> -3 <sup>rd</sup> yr
<b>One Linguistics Course</b>	ENG 311	Structure of English	3 <sup>rd</sup> yr
	ENG 312	History of the English Language	
	ENG 411	Modern Linguistic Theory	
	ENG 413	Language in American Society	
<b>Two 300-400-level Literature Electives</b>	ENG 321	American Romanticism	2 classes, 3 <sup>rd</sup> -4 <sup>th</sup> yr
	ENG 322	American Realism	
	ENG 323	American Modernism	
	ENG 324	Contemporary American Literature	
	ENG 326	African-American Literature	
	334/335	Studies in American Literature	
	ENG 341	Medieval Literature	
	ENG 342	The Renaissance	
	ENG 344	Restoration and Eighteenth Century	
	ENG 345	Romantic and Victorian Literature	
	346/347	Studies in British Literature	
	ENG 348	British Modernism	
	ENG 370	English Novel	
	ENG 372	Modern Novel	
	ENG 374	Short Story	
	ENG 375	Renaissance Drama	
	ENG 377	Modern Drama	
	ENG 379	Modern Poetry	
	386/387	Studies in Contemporary Literature	
	ENG 391	Literature and Film	
ENG 463	Shakespeare		
ENG 464	Chaucer		
ENG 465	Milton		
480/481	Special Topics		
ENG 491	Topics in Criticism		
ENG 492	Literary Criticism		
ENGLISH 306	Theory & Practice of Writing		3 <sup>rd</sup> yr
ENGLISH 404	Creative Writing Seminar ( <i>spring only</i> )		4 <sup>th</sup> yr

**Credit total:**

Students must complete a minimum of 120 credits in order to graduate. Developmental courses (courses below the 100 level) do not count toward graduation.

**TOTAL CREDITS TOWARD GRADUATION:** \_\_\_\_\_

**Meeting General Education Goals:**

Credit toward General Education Goals are met with General Education Points (GEPs), not credits. Courses can offer a maximum of 3 GEPs. Some courses offer GEPs toward more than one General Education Goal. *This worksheet offers the best available General Education information as of August 2012. The range of courses awarding GEPs, and the degree to which major requirements and general education requirements may be satisfied simultaneously, will change as more courses are approved for General Education credit. See [www.bloomu.edu/mycore](http://www.bloomu.edu/mycore) for updates.*

<b>General Education Goals:</b>			
Course Number	Course Title	GEPs	
<b>Goal 1: Communication</b> minimum 7 GEPs, from min. 3 disciplines			
ENGLISH 101	Foundations of College Writing	3	1 <sup>st</sup> yr
<b>Goal 2: Information Literacy</b> minimum 2 GEPs			
<b>Goal 3: Analysis, Quantitative Reasoning, &amp; Problem Solving</b> minimum 5 GEPs, from min. 2 disciplines			
MATH __	Math course (Approved)		1 <sup>st</sup> yr
<b>Goal 4: Cultures &amp; Diversity</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 5: Natural Sciences</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 6: Social Sciences</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 7: Humanities</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 8: Second Language Competency</b> minimum 2 GEPs			
<i>This goal may be satisfied by passing a competency test or by taking a second language course at the 102-level (second level) or above.</i>			
<b>Goal 9: Physical Activity &amp; Health</b> minimum 2 GEPs			
<b>Goal 10: Responsible Citizenship</b> minimum 2 GEPs			

An alternative bookkeeping method for GEPs can be found on the reverse

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	334/335	Studies in American Literature	
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	ENG 342	The Renaissance	
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	ENG 345	Romantic and Victorian Literature	
	346/347	Studies in British Literature	
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<b>Goal 2: Information Literacy</b> minimum 2 GEPs			
<b>Goal 3: Analysis, Quantitative Reasoning, &amp; Problem Solving</b> minimum 5 GEPs, from min. 2 disciplines			
MATH ____	Math course (Approved)		1 <sup>st</sup> yr
<b>Goal 4: Cultures &amp; Diversity</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 5: Natural Sciences</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 6: Social Sciences</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 7: Humanities</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 8: Second Language Competency</b> minimum 2 GEPs			
<i>This goal may be satisfied by passing a competency test or by taking a second language course at the 102-level (second level) or above.</i>			
<b>Goal 9: Physical Activity &amp; Health</b> minimum 2 GEPs			
<b>Goal 10: Responsible Citizenship</b> minimum 2 GEPs			

An alternative bookkeeping method for GEPs can be found on the reverse

<b>General Education Tally: Spreadsheet view</b> see <a href="http://www.bloomu.edu/mycore/requirements">http://www.bloomu.edu/mycore/requirements</a> for more info about GEPs  <b>General Education Requirements:</b>			Goal 1 Communication	Goal 2 Information Literacy	Goal 3 Analytical/Quantitative	Goal 4 Cultures & Diversity	Goal 5 Natural Science	Goal 6 Social Science	Goal 7 Arts & Humanities	Goal 8 Second Language	Goal 9 Healthy Living	Goal 10 Citizenship
Course #	Course Name	Sem/Yr	7 GEPs ***	2 GEPs •	5 GEPs ••	5 GEPs ••	5 GEPs ••	5 GEPs ••	5 GEPs ••	2 GEPs •	2 GEPs •	2 GEPs •
ENG 101	Foundations of College Writing		3									
MATH ____	Math course:											
<b>GEP Running Total (revise as needed) =</b>												
<b>Check here when GEP requirements met:</b>												

\*GEPs for this goal may come from just 1 discipline. \*\*GEPs must come from at least 2 disciplines. \*\*\*GEPs must come from at least 3 disciplines.

**Additional Notes on the Major in English: Creative Writing Track:**

**Sample Major Course Sequence:** *Keep course rotations in mind: not all courses are offered every semester.*

<b>Year 1 Fall:</b> 101: Foundations of College Writing	<b>Year 2 Fall:</b> 226: European Literature I 236 or 237: American Lit I or II	<b>Year 3 Fall:</b> 306: Theory & Practice of Writing 303: Creative Writing: Poetry English elective (not 101 or 201)	<b>Year 4 Fall:</b> 300-400-level literature elective
<b>Year 1 Spring:</b> 203: Approaches to Literary Study 204: Introduction to Creative Writing	<b>Year 2 Spring:</b> 246 or 247: British Lit I or II 256 or 257: Non-Western Lit I or II 203: Creative Writing: Nonfiction	<b>Year 3 Spring:</b> 301: Creative Writing: Fiction 300-400-level linguistics course 300-400-level literature elective	<b>Year 4 Spring:</b> 404: Creative Writing Seminar

**GPA Requirements:** English Majors must have a 2.5 GPA in their English courses (except English 101 or 201) after 45 credits in order to continue in the major. If their GPA falls below 2.5 in their English courses, they have one semester to bring it up. Students with 15 or more credits who want to declare an English major must have completed an English course other than English 101 or 201 with a grade of B- or better. A Student must receive a C- or better in any English course in order to count that course as credit toward the English major.

Look for information on **Annual Writing Competitions**, opportunities to work on or be published in *Warren, BU's undergraduate writing journal*, speakers for the **Big Dog Reading Series**, and opportunities for credit-bearing **English internships**.

**Choosing a Minor:** Students should consider an appropriate minor (18 credits), or even a second major (150 credits total), to suit their academic or professional interests and to increase career options, from business or biology to ethnic or women's studies. Your faculty advisors will gladly answer questions and help you plan your course of study.

PROPOSED

# English: Creative Writing Concentration

## Major requirements checklist

(for example, if a student wants to take the Fiction writing workshop they must take the Short Story genre class first.)

	Grade	Offered
260: Literary Non-Fiction		YR
274: Short Story		YR
280: Poetry		YR
THEATRE 102: Intro to Theatre		YR

**Learning Objective 1:** Demonstrate familiarity with a range of literary/critical traditions and cultural viewpoints. (12 credit hours)

All creative writing concentration students must take:

	Grade	Offered
203: Approaches to Literary Study		FS
237: American Literature 2		YR

**Learning Objective 3:** Write original and inventive creative works. (12 credit hours)

All creative writing students must take:

204: Intro Creative Writing		FS
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**and** any **one** of the following lower division courses:

221: Bible as Literature		YR
226: European Literature 1		YR
227: European Literature 2		YR
236: American Literature 1		YR
246: British Literature 1		YR
247: British Literature 2		YR
256: Non-Western Literature 1		YR
257: Non-Western Literature 2		YR
281: U.S. Latino Literature		2YR
283: Jewish Fiction		2YR
286: Women's Literature		2YR
287: Black Women Writers		2YR

**and** **three** of the following upper division workshops:

301: Fiction Writing Workshop		2YR
302: Non-Fiction		2YR
303: Poetry		2YR
THEATRE 340: Scriptwriting		YR

**"Offered": FS = fall and spring semester; YR = once per academic year; 2YR = every 3<sup>rd</sup> or 4<sup>th</sup> semester**

**Learning Objective 4:** Compose in a range of artistic and professional genres, including new media, showing how creative writing skills can be deployed in a variety of professional opportunities. (6 credit hours)

**and** any **one** 300-400 level literature course of their choice:

316: The Practice of Creative Writing		YR
404: Creative Writing Seminar		YR

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**Internships:** Students may be able to apply internship credits in place of a course for one of the learning goals above. For more information about internships, see the department internship coordinator, the department chair, or your advisor.

**Learning Objective 2:** Explain how form, genre, and the history and structure of language relate to the craft of creative writing through critical analysis of varied genres. (12 credit hours)

**Senior ePortfolio:** presentation must contain at least 10 artifacts and a narrative; it is required for graduation. Review of progress with major advisor is also required when students reach 60 – 75 credit hours.

All creative writing concentration students must take:

311: Structure of English		YR
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Required for class of 2017 and after.  
\_\_\_\_ (progress review) \_\_\_\_ (semester completed)

**or**

312: History of English		YR
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**and** three literature genre courses, each **before** the corresponding workshop:

General Education Goals:			
Course Number	Course Title	GEPs	Sem. taken
<b>Goal 1: Communication</b> minimum 7 GEPs, from min. 3 disciplines			
English 101	Foundations of College Writing	3	
200-level lit. course(s)		1 or 2	
<b>Goal 2: Information Literacy</b> minimum 2 GEPs			
English 203		1	
<b>Goal 3: Analysis, Quantitative Reasoning, &amp; Problem Solving</b> minimum 5 GEPs, from min. 2 disciplines			
Math __	Foundational math course	3	
English 203		1	
<b>Goal 4: Cultures &amp; Diversity</b> minimum 5 GEPs, from min. 2 disciplines			
	Goal 4 points are assigned to English 256-7, 281, 283, 287, 288		
<b>Goal 5: Natural Sciences</b> minimum 5 GEPs, from min. 2 disciplines			

<b>Goal 8: Second Language Competency</b> minimum 2 GEPs			
This goal may be satisfied by passing a competency test or by taking a second language course at the 102-level (second level) or above.			
<b>Goal 9: Physical Activity &amp; Health</b> minimum 2 GEPs			
<b>Goal 10: Responsible Citizenship</b> minimum 2 GEPs			

**GPA:** All English Majors must have a 2.0 GPA in their English Courses after completing 45 credits to continue in the major. If your GPA falls below 2.0 in your English courses, you will have one semester to bring it up. A student must receive a C- or above in any English course for the course to count toward the English major.

For more information about General Education Requirements, visit <http://www.bloomu.edu/mycore>.

For more useful information for English majors, visit the department web site at <http://www.bloomu.edu/english>.

<b>Goal 6: Social Sciences</b> minimum 5 GEPs, from min. 2 disciplines			
<b>Goal 7: Humanities</b> minimum 5 GEPs, from min. 2 disciplines			
	Goal 7 points are assigned to all 200-level literature courses		
	American Lit 2		