

Course Proposal (Curriculum Project)

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1. **Abbreviated Course Title:** Creative Writing and Storytelling
2. **Full Course Title:** Cross-Cultural Creative Writing and Storytelling Using Digital Media
3. **Credits:** 3
4. **Course Components:** Online discussions, multimedia presentations via video conferences
5. **Course Level:** 200-level
6. **Catalog Description:** This online course will focus on the fundamentals of creative writing while infusing technology and delving into the art of digital storytelling with an emphasis on cultural traditions and self-expression.
7. **Course Prerequisites or Corequisites:** None

8. Rationale:

This course will focus on students' abilities to clearly express their thoughts as well as include an in-depth study of literary terms and mechanisms which will be applied to the writer's own work to foster improvement. These critical analysis skills can be applied to literary study outside the creative writing sphere. The process of creative writing, the crafting of a thought-out and original work, is an antecedent to creative problem solving.

Designed to give students a global creative writing experience and an exposure to the culture and literature of and or about other countries, this course will provide critical exposure that will lead to a clearer understanding of cultural preconception and experience with digital media as a means of expression.

A fundamental aspect of this course will be the encouragement of interactions between the students from both higher education institutions. As students of New Jersey City University and H.R. College of Commerce and Economics a course in creative writing provides invaluable foundations to careers in publishing, journalism, public relations, business communications, and market research.

9. Student Learning Outcomes:

By the end of this course, students will be able to:

- A. Demonstrate an understanding of the basic elements of creative writing.

- B. Design a technically correct creative writing piece (fiction, personal narrative, poetry, drama or creative nonfiction using the writing process.
- C. Integrate technology and writing using software that combines a variety of multimedia including text, still images, video, and/or web publishing.
- D. Interpret, respond, and contextualize digital content from a global perspective.
- E. Construct an extended work of creative writing using digital media.
- F. Demonstrate effective communication through writing, sharing, and revising creative work.

NJCU Learning Goals Addressed:

1. Students will demonstrate effective writing skills.
5. Students will demonstrate effective information and technology literacy skills.
6. Students will practice responsible citizenship in a culturally complex world.

10. Instructional Procedures:

- Required Readings
- Class Participation and Discussion
- Student Portfolio Presentation

11. Course Content:

Week	Topics	Assessment	Related to Outcomes
Week 1	Introduction to the Writing Process Journal Writing Understand the steps necessary to begin the writing process. Recognize the intent of the writer.	Discussion Post Journaling Assignment	A, B, F
Week 2	The Writer's Point of	Discussion Post	A, B, F

	<p>View / Short Stories</p> <p>Understand the writer's range of perspective.</p> <p>Recognize the writer's determination of choices and outcomes.</p>	Short Story Assignment	
Week 3	<p>Story Elements of Fiction</p> <p>Analyze various aspects of fiction.</p> <p>Identify relationship between characters, plot, and setting in various culturally diverse works of fiction.</p>	Discussion Post	A
Week 4	<p>Cultural Trends in Poetry</p> <p>Identify forms and types of poetry.</p> <p>Analyze poetry miscommunications of point of view.</p>	Discussion Post Poetry Assignment	A, B, D, F
Week 5	<p>Cross Cultural Techniques of Narration</p> <p>Compare and contrast narrative forms.</p> <p>Analyze folktales and legends.</p>	Discussion Post	A, B, D, F
Week 6	<p>Elements of Drama/Screenplays/ Dialogue</p>	Playwriting Assignment	A, B, F

	<p>Identify techniques used for play development.</p> <p>Recognize and utilize drama/screenplay elements to create personal work.</p>		
Week 7	<p>Creative Nonfiction</p> <p>Identify how the writer gains the reader's interest.</p> <p>Identify cultural aspects in creative nonfiction selections.</p>	Discussion Post	A, B, F
Week 8	<p>From Drafting to Revision to Submission</p> <p>Analyze and revise other writers' works.</p> <p>Utilize the writing process to create a finished piece for submission.</p>	Assessment 1- Creative Writing Piece	A, B, D, F
Week 9	<p>History of Digital Storytelling</p> <p>Research and discuss the history of digital storytelling.</p> <p>Analyze its impact for writers.</p>	Discussion Post	C
Week 10	<p>Creating Story-Rich Projects/ Old Tools/New Tools</p>	Storyboard Assignment	B, C, E, F

	<p>Create a storyboard based on a cultural aspect.</p> <p>Incorporate elements of digital storytelling.</p>		
Week 11	<p>Media and Models: Under the Hood</p> <p>Investigate websites, programs, and applications for creating digital stories.</p> <p>Assess and select from the variety of resources.</p>	Discussion Post	C, E, F
Week 12	<p>Harnessing Digital Storytelling for Pragmatic Goals</p> <p>Identify and examine the different purposes of digital storytelling.</p> <p>Defend value of digital storytelling for each use.</p>	Discussion Post	C, E, F
Week 13	<p>Cultural Insight through Digital Storytelling</p> <p>Examine the impact of culture in digital storytelling.</p> <p>Produce an original digital storytelling piece.</p>	Assessment 2- Digital Storytelling from a Global Perspective	C, D, E, F
Week 14	<p>Creating Your Own Showcase: Digital Portfolios</p>	Discussion Post	A, B, C, D, E, F

	Plan and produce a collection of creative writing, including digital storytelling. Reflect upon the process.		
Week 15	Portfolio Presentation Prepare and present digital collection. Critique others' work in a constructive manner.	Assessment 3: Digital Portfolio	A, B, C, D, E, F

12. Graduate Course Status:

This course is a level 200 course offered at the undergraduate level.

13. Degree Requirements:

This course offering can be used towards fulfilling the credit requirements in writing.

14. Assessment/Evaluation of Student Outcomes and Determining Student Grades:

Assessment	% of Grade
Assessment 1- Creative Writing Piece	20%
Assessment 2- Digital Storytelling From a Global Perspective	20%
Assessment 3- Digital Portfolio	40%
Assessment 4- Class participation	20%

Total	100%
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Assessment 1- Creative Writing Piece

- Compose an original creative writing piece following the writing process based on a book of your choice. Submissions can follow any of the formats below:
- Write a dramatic monologue from the perspective of one of the characters.
- Compose a poem about a character in the book.
- Do a sequel or prequel that would further develop the plot line of the book.
- Write several entries that could be found in a character’s diary, journal, or blog.
- Compose a newspaper or magazine article based on an interview of one of the book characters or based on an event that took place.
- Rewrite a scene from the book as a play; including stage directions and dialogue.
- Translate a scene from the book that takes places in a completely different setting.

(Student Learning Outcomes A, B, F)

Assessment 2- Digital Storytelling From a Global Perspective

Create a multimedia presentation in the form of a digital story. A digital story is the result of a narrative that is written, recorded as audio and amplified with a sequence of images

Reflective – Reflect on a life experience from yourself or in your family history where culture played a major role. Your narrative theme should describe reflective experiences, the challenges encountered and the lessons learned.

Analytical – Analyze a global issue. Describe the ethical, social, cultural and political issues related to this topic, why it is important and why people need to be informed about it. Be sure to discuss the limitations of your research and the implications for future inquiry.

(Student Learning Outcomes B, C, D, E, F)

Assessment 3- Digital Portfolio

Assemble your writing and digital storytelling pieces from this course into a digital portfolio. The portfolio should include the following elements:

- Homepage with internal hyperlinks to writing samples
- All writing exercises from class assignments
- Planning materials (journal entries, blog entries, brainstorming)
- Shaping materials (thesis statements, storyboards, mapping, outlines)
- Digital Storytelling Assignments
- Assessment 1 Creative Writing Piece
- Assessment 2 Global Digital Storytelling
- External hyperlinks to resource materials and related web resources
- A reflective statement about the digital portfolio and creative process

(Student Learning Outcomes A, B, C, D, E, F)

Assessment 4- Participation

Submission of Assignments-Submission of all assignments on time in the designated assignment area

Online Discussion-Respond to initial topic and student responses in concise, appropriate, and respectful posts.

Login-Login to course a minimum of two times a week.

15. Bibliography:

a. Required Text(s)

Jason, P. K., & Lefcowitz, A. B. (2010). *Creative writer's handbook*. New York: Pearson Longman.

Miller, C. H. (2014). *Digital storytelling: A creator's guide to interactive entertainment*. New York: Focal Press, Taylor & Francis Group.

b. Supporting Bibliography

Alexander, B. (2011). *The new digital storytelling: creating narratives with new media*. Santa Barbara, CA: Praeger.

Benmayor, R. (2008). Digital storytelling as a signature pedagogy for the new humanities. *Arts and Humanities in Higher Education*, 7(2), 188-204.

Botturi, L., Bramani, C., & Corbino, S. (2012). Finding your voice through digital storytelling. *TechTrends*, 56(3), 10-11.

- Bratitsis, T., Chesi, P., Godio, C., Barroca, A., Fruhmann, P., Broer, Y., & Martin, M. (2014, July). European educators' training needs for applying digital storytelling in their teaching practice. In *International Conference on Information Communication Technologies in Education—ICICTE 2014* (pp. 194-204).
- Darvin, R., & Norton, B. (2014). Transnational identity and migrant language learners: The promise of digital storytelling. *Education Matters: The Journal of Teaching and Learning*, 2(1).
- Donnelly, D. J. (2009). *Establishing creative writing studies as an academic discipline* (Ph.D.). Available from ProQuest Central, ProQuest Dissertations & Theses Global.
- Donovan, M. (2011). *Adventures in writing: 101 creative writing exercises*. San Francisco, CA: Swan Hatch Press.
- Frazel, M. (2010). *Digital storytelling guide for educators*. International Society for Technology in Education.
- Gitner, S. *Multimedia storytelling for digital communicators in a multiplatform world*.
- Hartley, J., & McWilliam, K. (2009). *Story circle: digital storytelling around the world*. Chichester, U.K.: Wiley-Blackwell.
- Kim, S. M., Kim, S. B., & Park, C. J. (2013). A development of edutainment considering the right brain functions. *International Journal of Advancements in Computing Technology*, 5(12), 288-295.
- LaPlante, A. (2007). *The making of a story: a Norton guide to creative writing*. New York: W.W. Norton.
- Lambert, J. (2013). *Digital storytelling: capturing lives, creating community*. London: Routledge.
- Lilienthal, L. K., & Curry, D. L. (2015, March). Using Children's Literature and Digital Storytelling to Engage Preservice Teachers in the Creative Writing Process. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2015, No. 1, pp. 8146-8148).
- Lipschultz, J. H. (2012). Story craft: The complete guide to writing narrative Nonfiction/Producing online news: Digital skills, stronger stories. *Journalism & Mass Communication Educator*, 67(1), 91-93.
- Morgan, H. (2014). Using digital story projects to help students improve in reading and writing. *Reading Improvement*, 51(1), 20-26.
- Ohler, J. (2013). *Digital storytelling in the classroom: new media pathways to literacy*. Thousand Oaks: Corwin.

Sellers, H. (2013). *The practice of creative writing: a guide for students*.

Spicer, S., & Miller, C. (2014). An exploration of digital storytelling creation and media production skill sets in first year college students. *International Journal of Cyber Behavior, Psychology and Learning (IJCPL)*, 4(1), 46-58.

Starkey, D. (2009). *Creative writing: four genres in brief*. Boston: Bedford/St. Martin's.

c. **Relevant Periodical Sources** (Include a minimum of five journals/ periodicals.),

Equity & Excellence in Education

Journal of Writing in Creative Practice

Writing in Practice: The Journal of Creative Writing Research

Learning, Media, and Technology

Literacy Today

Journal for Cultural Research

Journal of College Literacy or Learning

Journal of Communication

Journal of Cultural Diversity

Journal of Cultural Studies

International Journal of Cultural Studies

International Journal of Intercultural Relations

d. **Relevant Online Materials**

Merriam Webster's Dictionary and Thesaurus Online: <http://www.merriam-webster.com/>

Reference: <http://www.reference.com/>

The Bookshelf Muse: <http://writershelpingwriters.net/>

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

Animoto: <http://www.animoto.com>

MapSkip: <http://www.mapskip.com/>

Inspired Picture Writing: <http://www.piclits.com/>

SlideStory: <http://www.slidestory.com/>

Windows Movie Maker <http://windows.microsoft.com/en-us/windows/movie-maker>

(2015, March 26). Digital storytelling -- changing people, perceptions, and lives: Jim Jorstad at TEDxUWLaCrosse [Video File]. Retrieved from <http://tedxtalks.ted.com/video/Digital-storytelling-changing-p>

Adichie, Chimamanda Ngozi. (2009, July). The danger of a single story. [Video File]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

e. Relevant Audiovisual Materials.

Can include but are not limited to:

Computers, iPads, Cell Phones, Tablets, Projectors,
Interactive White Boards, Microphones