**Lahore College for Women University, Lahore**

English Department

Weekly Teaching Schedule

BS (English Literature)

**Course Title:** Dynamics of Creative Writing  **Course Code:**

**Credit Hours: 3(3+0) Semester: VI**

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| **Weeks** | **Syllabus Plan** |
| **Week 1** | **Activity:** **The Shock!**Take the students to an empty room with no chairs. Make them sit on the ground and ask them to write their response to this weird welcome. (100 words)* 🡺 A Quick and Brief introduction of the students and their writing interests.
* 🡺Introduction to Creative Writing (**Chapter 1- Introducing Creative Writing from The Cambridge Introduction to Creative Writing)**
* **🡺** A thorough discussion on the essentials of Creative Writing, Creative Reading. (A Focus on the Creative Writing Games from **Chapter 1- Introducing Creative Writing from** **The Cambridge Introduction to Creative Writing.**
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| **Week 2** | 🡺 **Chapter 2- Creative Writing in the World from** **The Cambridge Introduction to Creative Writing.****🡺** Writing Activities (Individual and Group) |
| **Week 3** | 🡺 Discussion on the Writer’s Block and other Challenges of Writing. (**Chapter 3- Challenges of Creative Writing from** **The Cambridge Introduction to Creative Writing.*** Sample story Reading (*The Clever Thought Fox* by Aaisha Umt Ur Rashid- source: *The Bridge*)

**Activity: Finishing an Unfinished Story**The students would be given a half written story and without any discussion on it, they’d be asked to complete it according to their will. They will submit the story during the next week. |
| **Week 4** | 🡺 **Chapter 4- Composition and Creative Writing** **from** **The Cambridge Introduction to Creative Writing.****🡺** A focused discussion on *Literary Rules* (Page 90-92)🡺 Writing Games **Activity: Oral story telling**Make groups. Each group will have 5 minutes for the task. Write an interesting opening of a horror/love/detective story on the board and ask the first group to read that out and move ahead with the plot. After they tell the story for five minutes, move to the next group. The last group will bring the story to an end. |
| **Week 5** | **Activity: I am the OTHER**In the beginning of this week, each person in the class elects to be someone else and wears a new name tag for one week. They observe the other person’s behavior, notice her reactions to situations and writing habits without commenting or being noticed. After one week, they bring either a new story, poem or a “page from my diary” which is written from a point of view of that other, or from using the other’s style or voice.**🡺 Chapter 5- Processes of Creative Writing from** **The Cambridge Introduction to Creative Writing.****🡺** Discussion on the seven processes of creative writing.🡺 On Titles (thorough discussion on the idea of giving titles to the works-Pg 132-133) **Activity: Readers Digest**The students work in pairs to go through the titles given in the digest provided to them and pick up the ones that intrigue them the most. They later explain why they would wish to read the articles with these titles.🡺 Discussion on the Writer’s Post-Performance / The notion of the author and the other. **Activity: Reading Activity**The students would read the story “And Race is my Name” by Nor Faridah Abdul Manaf, source: *The Bridge* and would write their reactions to the story’s concept of switching roles and the writer’s sensitivity. Word limit: 100. |
| **Week 6** | **🡺 Chapter 6- The Practice of Fiction** **from** **The Cambridge Introduction to Creative Writing.****🡺** Discussion on the rules/methodologies/do’s and don’ts of writing Fiction🡺 Writing Activities **Activity: The ABC chain story**Make groups. Ask each group to write a story of 26 sentences where the first sentence starts with the letter A, the second with the letter B, the third with the letter C and so on. The last sentence should start with the letter Z. They should be able to finish the story before the class finishes. Make them read out their stories in the class. |
| **Week 7** | **🡺 Chapter 7- Creative Non-Fiction** **from** **The Cambridge Introduction to Creative Writing.****🡺** Rules and Writing Activities **Activity: Describe it!**Ask the students to close their eyes and imagine a place which is very dear to them. They should visualize every detail of this place with closed eyes. After spending 10 minutes on this warm up activity, ask them to describe this place in two paragraphs. |
| **Week 8** | 🡺 **Chapter 8- Writing Poetry from** **The Cambridge Introduction to Creative Writing.****🡺** Types of poetry**🡺** Meter and rhyme , poetic subjects, form etc 🡺 Reading Malaysian and Pakistani poetry by emerging writers for comparison (Source –***The Bridge***)**Activity: The Rhyme of the Beginner**Write as many rhyming words as you can on the board and ask the students to write poems using these words. |
|  | **Mid Term (TEST 1+ TEST 2+Assignment+Presentation)** |

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| **Week 9** | **🡺** Recap and further discussion on Literary **Genres (Source: Section one-Topic Page 54 onwards from *The Handbook of Creative Writing*)****🡺** Discussion on Topic 6- The Writer as Artist |
| **Week 10** | 🡺 **Section Two- The Craft of Writing from *The Handbook of Creative Writing*****PROSE****🡺** How to Write a **Short Story** (Difference between Story and Plot/ Form and Structure/pace and tone /character/dialogue etc)* **Home Task:** Ask the students to scatter in the university in their free time, using their five senses (smell, taste, touch, hear, see) they are supposed to feel everything around them. In the next class, they have to submit a paragraph on something different that they never noticed before in the university.

🡺 Writing the **Memoire (**Discussion on the nuts and bolts of Memoire) * Reading of sample memoires that students bring to the class.
* Writing a Memoire
 |
| **Week 11** | 🡺 **Section Two- Topic 10- Introduction to the Novel*** Discussion on the structure of novels the students have studied in their syllabus.
* Difference between a **Novel** and **Novelette**
* Discussion on subject matter /themes/ narrative voice/ first person/ second person/third person/characterization/action/thoughts/ techniques of narration/diction and style/ characterization/ setting and plot etc.
* **Weekend Home Task**: The students would have to prepare a Chart exhibiting their unique and individual idea for a novel. The chart must have the following details:
* Brief storyline of the novel
* Character sketches of the Protagonist and other Characters (round and flat) with physical description
* A powerful beginning (one paragraph)
* Setting of the novel- Climax
* Expected Ending
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| **Week 12** | 🡺 **Topic 11- Crime Fiction*** Discussion on where to start/ setting and plot/ Character and dialogue/ element of suspense and tension

🡺 **Topic 12- Writing Science Fiction and Fantasy*** Origin of Science Fiction and Fantasy
* The hero’s quest
* Twelve techniques for Science Fiction and Fantasy Writers
* Sample Story Reading (*Bridging Distances* by Mahnoor Tahir)
* Sample Story Reading (*The Cocooned Spaceman* by Dzulfazreena)

🡺 **Topic 14- Writing Humorous Fiction*** Discussion on the difficulties in writing humor
* Some elements of Craft
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| **Week 13** | **🡺 Topic 15- Writing for Children*** The Difference
* Understanding the demand of early years/ Finding the young voice/ baby books to picture books
* **Weekend Home Task: Picture Book**

Assign the task given on page 165 (A picture book writing exercise) for the weekend.🡺 **Topic 16- Writing for Teenagers*** Discussion on what to be aware of while writing for teenagers.
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| **Week 14** | **🡺 Section Two- Poetry** , **Topic 18-Introduction to Poetry*** Types, similarities and differences
* Form, Meter and Rhyme
* Reading Sample poems from ***The Bridge***

( A Broken Meeting, Bridges, How to Bridge the Gap and Rise, Coda, Validate me) **🡺 Topic 19- What is Form?*** Discussion
* A glimpse at **Topic 20,21,22**
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| **Week 15** | **🡺 Section Two- Script Writing** * **Topic 23**- Introduction to Script Writing
* **Topic 24**- Writing for the Stage (Demands of stage/theatre)
* **Home Work: Exercise 4- Page 268**

**🡺 Discussion on Topic 25, Topic 26, Topic 29****🡺 Detailed discussion on Topic 30- Writing as Therapy** |
| **Week 16** | 🡺 **Section Three- The Writer’s Life*** Discussion on How to be a Writer – **Topic 37**
* **Topic 38-** How to present yourself as a writer ?
* **Topic 45**- Copyright (A detailed discussion)
* **Topic 47+ Topic 48**
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|  | **Final Term**  |

**General Instructions about the course:**

* The students are supposed to have a writing journal with them in the class always.
* The course is not limited to the activities and sources mentioned, however, completion of the given tasks (at least) is mandatory.
* For references and sample readings, sources like Readers Digest, Magazines, Newspapers, Novels and Poems must be brought to the class.
* All classroom tasks/activities/home tasks/ presentations would be evaluated and marked as tests.
* Both the sources ***The Cambridge Introduction to Creative Writing* and *The Handbook of Creative Writing*** are available online. The book ***The Bridge*** for sample readings (short stories and poems) would be available in the English Department, LCWU. The students ought to have all three books with them in the class.
* For **Test 1** and **Test 2** students’ knowledge of various genres of creative writing (from ***The Cambridge Introduction to Creative Writing* )** would be assessed while final assessment would be a collective portfolio of all the creative writing tasks that they have done throughout the semester.