

Description of Course Unit

Course unit title	English Creative Writing
Course unit code	PB081203
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Second year
Semester/trimester when the course unit is delivered	Third semester
Number of ECTS credits allocated	2.78
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students are able to retrieve concept of creative writing and differentiate from other forms of writing. 2. Students are able to implement the creative writing process. 3. Students are able to proficiently using punctuation and English spelling. 4. Students are able to demonstrate the structure and genres of English creative writing. 5. Students have the capability of illustrating creative writing in English. 6. Students are able to design creative writing in communication media.
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	English language course
Course content	<ol style="list-style-type: none"> 1. Creative Writing Concepts 2. Types and Forms of Creative Writing 3. The Creative Writing Process 4. Punctuation and Spelling in Creative Writing 5. Structure and Genres in Creative Writing 6. Writing English Audio Scripts 7. Writing English Screenwriting 8. Writing English Copywriting 9. Writing English Video-log Content Scripts 10. Writing English Digital Communication Content 11. Designing Creative Writing Across Various Communication Media Platforms 12. English creative writing contextualizing 13. English creative writing project on conventional platform

	14. English creative writing project on digital platform
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. O'Reilly, Sally; Yeh, Jane.2022 (ed). Creative Writing; A workbook with reading. Taylor & Francis Publishing. 2. Harper, Graeme. 2020. Discovering Creative Writing. Channel View Publications. 3. Harper, Graeme. 2013. A Companion to Creative Writing. Wiley 4. Harper, Graeme. 2019. Critical Approaches to Creative Writing. Routledge. 5. Mills, Paul. 2006. The Routledge Creative Writing Coursebook. Routledge. 6. Applegate, Edd. 2015. Strategic Copywriting; How to create effective advertising. Rowman & Littlefield. 7. O'Reilly, Sally; Yeh, Jane.2022 (ed). Creative Writing; A workbook with reading. Taylor & Francis Publishing. 8. Harper, Graeme. 2020. Discovering Creative Writing. Channel View Publications. 9. Harper, Graeme. 2013. A Companion to Creative Writing. Wiley 10. Harper, Graeme. 2019. Critical Approaches to Creative Writing. Routledge. 11. Applegate, Edd. 2015. Strategic Copywriting; How to create effective advertising. Rowman & Littlefield.
Planned learning activities and teaching methods	Collaborative learning, contextualizing, project based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative writing project outcomes, quizzes, mid and final semester exams.

English creative writing assessment rubric

Writing project on conventional platform.

Direction: chose one of the following topics as writing project topic.

1. Creating creative and engaging written content for advertising purposes. The content is printed and presented.
2. Creating creative and engaging written content for clean and green environment campaign. The content is printed and presented.

Writing project on digital platform.

Direction: chose one of the following topics as writing project topic.

1. Creating creative and engaging video-log content for advertising purposes. The content is recorded and presented.
2. Creating creative and engaging audio storytelling for education purposes. The content is recorded and presented

Mid-term test for English creative writing course.

Direction: write 1000 words of written content. Choose one of the following topics as theme.

1. Write a story or content with the title "my daily life".
2. Write a content or health campaign with the title "living healthy life".

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.

5	Spelling & grammar	No spelling &/or grammar mistakes.	minimal spelling or grammar mistakes	noticeable spelling or grammar mistakes	Unacceptable number of spelling and/or grammar mistakes.	the mistakes are so severe that makes it hardly possible to understand.
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