UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
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COURSE SYLLABUS

1. Information about the study program

1.1 Higher education institution	BABEŞ-BOLYAI UNIVERSITY
1.2 Faculty	FACULTY OF POLITICAL, ADMINISTRATIVE AND COMMUNICATION SCIENCES
1.3 Department	JOURNALISM
1.4 Field of study	COMMUNICATION SCIENCES
1.5 Level of study	BA
1.6 Study program / Qualification	BA

2. Information about the subject

2.1 Course title/Code	LLU0081 - Creative Writing							
2.2 Course tutor	Alexandru Oltean-Cîmpean							
2.3 Seminar tutor	Alexandru Oltean-Cîmpean							
2.4 Year of study	I	2.5 Semester	1	2.6 Type of assessment	C	2.7 Course status	Contents	DF
							Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution:					hrs
Studying the manual, course reader, bibliography and notes:					8
Supplementary documentation in the library, on electronic platforms and in the field:					6
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					8
Tutorials					2
Examinations					4
Other activities:					0

3.7 Total hours of individual study	28
3.8 Total hours per semester	70
3.9 Number of credits	3

4. Prerequisites (if necessary)

4.1 based on the curriculum	•
4.2 based on competences	•

5. Conditions (if necessary)

5.1 for the course	•
5.2 for the seminar/laboratory	•

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6. Acquired specific competences

Professional competencies	C1.1 Defining the main field-specific concepts, using them and specialized terminology in multiple situations C3.1 Identifying and using the main theories referring to media communication, target audience segmentation, the dynamics of various types of audience C4.4 Applying evaluation criteria, methods and models used in information management C6.2 Formulating edtiorial objectives which are consistent with the target audience's profile
Transversal competencies	CT1 Resolving in real terms – with both theoretical and practical arguments – useful professional situations, aiming for an efficient and deontological solution to these CT3 Self-evaluation of the need for professional forming having in mind inclusion within the work force.

7. Course objectives (derived from the specific competences acquired)

7.1 General objective	• Students will obtain a thorough grasp on the fundamentals of fiction writing
7.2 Specific objectives	1. Understanding specifically how to tackle issues and, in essence, to view the student's world so as to facilitate creative thought 2. Understanding specific types of creative texts – what their characteristics are, how they are made, who they are written for. 3. The ability to use what the student has learned in order to create original works.

8. Contents

8.1 Course	Teaching methods	Observations
1. Introduction - Anton Chekov – *A Blunder*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
2. An overview of fiction - Ernest Hemingway – *Hills like White*	Interactive practical course, work in	

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Elephants	pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
3. The Narrator - Edgar Allen Poe – *The Tell Tale Heart*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
4. Plot - James Joyce – *Araby*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
5. Plot 2 - Edgar Allen Poe – *The Pit and the Pendulum*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
6. Characters - Raymond Carver – *Cathedral*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research	

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	and discovery learning, problem-solving, mixed learning, etc.	
7. Setting - John Cheever – *Enormous Radio*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
8. Genre - Denis Johnson – *Emergency*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
9. Visual dialogue - Kurt Vonnegut – *Harrison Bergeron*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
10. Writing as therapy. - Stephanie Vaughn – *Dog Heaven*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
11. Time	Interactive practical	

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- Woody Allen – *The Whore of Mensa*	course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
12. Flash fiction - Jamaica Kinkaid – *Girl*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
13. Creative Non-Fiction - Chuck Klosterman – *Crazy things seem normal* - Karen Perkins – *On my Own*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	
14. Revision and how to get published - John Barth – *Lost in the Funhouse*	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc.	

Bibliography:

- Geraghty, Margaret (2006). *The Five Minute Writer*. Begbroke, Oxford: How to Books Ltd.
- Hall, Oakley (2001). *How Fiction Works*. Cincinnati: Story Press

- Charters, Ann (ed) (2003). *The Story and its Writer*. New York: Bedford/St. Martin's
- Crosley, Sloane (2008). *I was told there'd be cake*. New York: Riverhead Books

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- Furman, Laura (ed) (2006). *The O'Henry Prize Stories*. New York: Anchor Books
- Palahniuk, Chuck (2004). *Stranger Than Fiction: True Stories.* New York: Doubleday
- Wolff, Thobias (ed) (1994). *The Vintage Book of Contemporary American Short Stories*. New York: Random House Inc.

- Online: **http://www.readbookonline.net/**

8.2 Seminar / laboratory	Teaching methods	Observations
Seminar 1 &2: Drawing details	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc	
Seminar 2&3: Writing dialogue	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc	
Seminar 4&5 Writing dialogue (II)	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc	
Seminar 6& 7: Beginnings and endings	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research	

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	and discovery learning, problem-solving, mixed learning, etc	
Seminar 8&9: Creating characters	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc	
Seminar 10&11: Non-fictional styles of writing	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc	
Seminar 12&13: Correct/rewrite texts	Interactive practical course, work in pairs/groups, cooperative learning, heuristic conversation, debate, exercises, research and discovery learning, problem-solving, mixed learning, etc	
Seminar 14: Final revision		
Bibliography		

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

Global and European language policies seek to respond to the growing needs of an internationalized labor market and scientific research, so that foreign languages for academic study and for specific purposes are represented at the level of many university centers.

- from the country (in vocational fields such as business, law, medicine, informatics, tourism but also in courses aimed at scientific discourse in various fields - chemistry, physics, education, socio-human and communication sciences, etc.). See the profile departments and foreign language centers in

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Bucharest, Timisoara, Iasi, Tirgu-Mures, Alba Iulia, Oradea, etc..

- from abroad (especially on the dimensions of academic study skills and socio-professional communication), where all universities have centers specialized in the practical aspects of specialized discourse, playing an essential role in the formation of instructional and academic culture. For example: Harvard, Washington, North Carolina, Southampton, Darmouth, Essex, Leeds, Graz, Central European University, etc..

The content of the teaching develops the abilities and skills necessary for the students for the specifics of the study and academic research work in the conditions of the internationalization of the university education.
The content of the teaching covers the main practical aspects in which it can be assumed that students will use English in their future profession.

10. Assessment (examination)

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	- attendance and active participation in class - correct and timely completion of tasks	- completion of first draft+review - completion of short story	20% 60%
10.5 Seminar/laboratory		seminar attendance	20%
10.6 Minimum performance standard			
Students will be able to: - comprehend basic notions of literary theory, such as story, genre, characters, etc. - read and provide relevant commentary on mandatory bibliography - write a creative text that has meaning and consistency.			

Date 20.03.2022	Course tutor's signature	Seminar/Practical course tutor's signiture
Date of department endorsement 31.03.2022	Head of the department signiture	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp

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