

# English Minor in Creative Writing

## **Glemaud, Rose-Kettie**

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**From:** Galang, M. Evelina  
**Sent:** Monday, September 23, 2013 5:18 PM  
**To:** Glemaud, Rose-Kettie  
**Cc:** Bachas, Leonidas G; Stampino, Maria Galli; Hammons, Pamela S  
**Subject:** Re: English Minor in Creative Writing  
**Attachments:** Proposal for English Minor.docx; ENG 219-1.doc; ENG 391[3].doc; ENG Dept Approval CW Minor.pdf; 99 Universities with Similar Creative Writing Minors.docx

Dear Rose,

I have attached the following here:

A revised proposal.

Sample syllabi of our two new courses: ENG 219 and ENG 391

The letter from the Department stating that the proposal had been accepted and approved by the department.  
Comparisons with similar programs in other universities.

The Creative Writing Program has established an English Major with a Concentration in Creative Writing to give students who are interested specializing in the areas of poetry and fiction a sequence of intensive writing workshops. Students majoring in Creative Writing often write creative senior theses—a novella, a series of short stories, or a chapbook of poems—in order to graduate with honors. Many of these majors have gone on to earn their M.F.A. in Creative Writing from universities like Cornell, Michigan, and NYU.

Through the Creative Writing Minor, the English Department and Creative Writing Program would like to maximize access to our creative writing courses to different population of students.

1. To allow students who can't complete the major to explore the major to some degree across a few courses: For example students in engineering, education, or architecture who may not have enough free credits to complete a full creative writing major.
2. To make it possible for students who have a less specialized interest in creative writing to take a sequence of creative writing classes: A key distinction is that 219/391 are multi-genre workshops that give students a sampling of creative writing forms. This targets an undergraduate population interested in gaining broad exposure in creative writing rather than specialized.

The three workshops slated for the minor: ENG 209, 219 and 391 are currently on the books. This semester there are 9 sections of 209 and 3 sections of 219. These courses are taught by existing staff. We do not see any significant need for additional staff. That said, all our sections of 209 (cap of 20) and 219 (cap of 15) are currently close to or at our maximum capacity. At least 15 students have revealed an interest in the minor. I suspect given the numbers of enrollment in the 209 and 219, we can expect between 15-20 minors in the first few semesters. We estimate 50-75 minors easily in the next few years.

Victor wanted to know about the sequencing: We have allotted numbers that are free in the ENG series. ENG 291 already has a course assignment. I think students will understand the sequence if they read our website and come to our faculty for advisement during registration period.

Please let me know if you are in need of more information.

**Cc:** "Bachas, Leonidas G" <[bachas@miami.edu](mailto:bachas@miami.edu)>  
**Subject:** Fwd: English Minor in Creative Writing

Dear Pam and Leonidas --

Here is the email from Dean Mallery regarding the Creative Writing Minor.

Let me know if you need more information.

All best,  
Evelina

M. Evelina Galang  
Director of Creative Writing  
Associate Professor of English  
University of Miami  
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[www.mevelinagalang.com](http://www.mevelinagalang.com)  
[labanforhelolas.blogspot.com](http://labanforhelolas.blogspot.com)

Begin forwarded message:

**From:** "Mallery, Charles H." <[cmallery@miami.edu](mailto:cmallery@miami.edu)>  
**Subject:** Re: English Minor in Creative Writing  
**Date:** October 15, 2012 3:33:37 PM EDT  
**To:** "Galang, M. Evelina" <[mgalang@miami.edu](mailto:mgalang@miami.edu)>  
**Cc:** "Lucky, Gylla Boodram" <[gylla@miami.edu](mailto:gylla@miami.edu)>, "<[geoff@cs.miami.edu](mailto:geoff@cs.miami.edu)>  
Sutcliffe" <[geoff@cs.miami.edu](mailto:geoff@cs.miami.edu)>

Professor Galang,

The Curriculum Committee approved your submitted proposal for an English Minor/Creative Writing Track and I will forward it to the College Council for them to agenda for the next General faculty meeting of the college.

Thanks,

charles mallery, associate dean college of arts & sciences  
Ungar bldg. rm 337 - (305) 284-3188 - [cmallery@miami.edu](mailto:cmallery@miami.edu)

On Oct 8, 2012, at 8:43 AM, "Galang, M. Evelina" <[mgalang@miami.edu](mailto:mgalang@miami.edu)> wrote:

Dear Charlie --

Just following up on the submission below. Can you tell me where we are or if there is something more we need to do?

Thank you --  
Evelina

M. Evelina Galang  
Director of Creative Writing  
Associate Professor of English  
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[Www.mevelinagalang.com](http://www.mevelinagalang.com)  
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Begin forwarded message:

**From:** "Galang, M. Evelina" <[mgalang@miami.edu](mailto:mgalang@miami.edu)>  
**Subject:** English Minor in Creative Writing  
**Date:** October 2, 2012 8:50:27 AM EDT  
**To:** "Mallery, Charles H." <[cmallery@miami.edu](mailto:cmallery@miami.edu)>  
**Cc:** "McCarthy, Patrick A." <[p.mccarthy@miami.edu](mailto:p.mccarthy@miami.edu)>, "Seaton, Maureen T" <[mseaton@miami.edu](mailto:mseaton@miami.edu)>, "Ansay, Ann M" <[a.ansay@miami.edu](mailto:a.ansay@miami.edu)>, "Goran, Sylvester" <[sgoran@miami.edu](mailto:sgoran@miami.edu)>, "Alison, Jane" <[jalison@miami.edu](mailto:jalison@miami.edu)>

Dear Charlie --

The Creative Writing faculty would like to submit a proposal for an English Minor in Creative Writing to the undergraduate curriculum committee. Five courses constitute the minor -- three in creative writing workshops and two in literature. Of the five courses two are new. Please find here the proposal as well as two sample syllabi for the new workshops designed for non-majors and open to all students.

The proposal has already been through and accepted by the English Department.

In addition to the minor, we are also thinking that with the advent of the cognates, the three creative writing workshops targeted to non-majors -- ENG209, ENG219 and ENG391 create a cognate of its own and would also be available for inclusion to other cognates (say in history and biology or political science, for example).

Would you mind putting us on the next agenda?

Thank you --  
Evelina

UNIVERSITY  
OF MIAMI



Department of English  
P.O. Box 248145  
Coral Gables, FL 33124-4632

Phone: 305-284-2182  
Fax: 305-284-5635

September 20, 2013

Dear Colleagues,

This letter confirms that the faculty of the English Department voted enthusiastically in favor of the proposed minor in creative writing on March 22, 2012. Students have already expressed very strong interest in it, and we hope to be able to make it available to them.

Thanks very much for your kind consideration.

Sincerely,

A handwritten signature in cursive script that reads "Pamela Hammons".

Pamela Hammons, Chair

## Proposal for English Minor/ Creative Writing Track

Revised 9/23/13

The Creative Writing Program has established an English Major with a Concentration in Creative Writing to give students who are interested specializing in the areas of poetry and fiction a sequence of intensive writing workshops. Students majoring in Creative Writing often write creative senior theses—a novella, a series of short stories, or a chapbook of poems— in order to graduate with honors. Many of these majors have gone on to earn their M.F.A. in Creative Writing from universities like Cornell, Michigan, and NYU.

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1. To allow students who can't complete the major to explore the major to some degree across a few courses: For example students in engineering, education, or architecture who may not have enough free credits to complete a full creative writing major.
2. To make it possible for students who have a less specialized interest in creative writing to take a sequence of creative writing classes: A key distinction is that 219/391 are multi-genre workshops that give students a sampling of creative writing forms. This targets an undergraduate population interested in gaining broad exposure in creative writing rather than specialized.

The student minoring in English/Creative Writing Track completes, with a grade of C- or better in each course and with an overall GPA in the minor of 2.0, at least 15 credits at the 200-level or above beyond the credits earned for freshman composition.

The 15 credits must be distributed as follows:

1. Introduction to Creative Writing ENG209;
2. One literature course at the 200 level, excluding ENG210;
3. Beginning Mixed-Genre workshop non-majors ENG219;
4. Intermediate Mixed-Genre for non-majors ENG391;
5. One literature course at the 300 or above level.

### ENG209 Introduction to Creative Writing

3 credits Fall & Spring Semester & First & Second Summer Session

Analysis and writing of short stories, poems and a third genre. Cannot be taken for credit only.

PREREQUISITE: ENG 105 OR EQUIVALENT. CANNOT BE TAKEN FOR CREDIT ONLY.

### ENG 219 Beginning Mixed-Genre Workshop

This multi-genre workshop will focus on developing practical issues of craft and technique presented in ENG 209 with a particular emphasis on form and narrative. Classes will feature writing exercises and discussions of both student work and readings from contemporary fiction, poetry and a third genre (e.g., playwriting or nonfiction). Original work (such as a cycle of poems or prose poems, a full length short story, essay, or play) will be submitted and revised in a workshop environment and collected in a final portfolio of 30 pages at semester's end. A short

Introduction to the portfolio and a personal evaluation is also due at that time. PREREQUISITE: ENG 106 OR EQUIVALENT and ENG209

#### ENG 391 Intermediate Mixed-Genre Workshop

This multi-genre workshop will focus on developing practical issues of craft and technique presented in ENG 219 with a particular emphasis on exploring point of view in fiction, poetry, and creative nonfiction. 12-30 pages of original creative work (such as a cycle of poems, a full length short story, or a personal essay) will be submitted and revised in a workshop environment. In addition, the student will submit a final project in the form of a short essay (10-12 pages) on a topic relevant to his/her individual writing interests and challenges. Topics may include an element of craft (such as balancing story with flashback), a narrative strategy (such as the unreliable narrator), a particular poetic structure or style (such as the evolution of the sonnet in contemporary poetry) or an exploration of a particular writer, group of writers, or writing school. A bibliography is required. Essays will be written and revised in tandem with creative work. Both will be submitted at the end of the semester, along with a self-evaluation, in the form of a final portfolio. PREREQUISITE: ENG 219

## 99 Universities with Similar Creative Writing Minors

<u>Writing Program Name</u>	<u>Location</u>
<u>Alberfus Magnus College</u>	Connecticut, United States
<u>Bath Spa University</u>	United Kingdom
<u>Bemidji State University</u>	Minnesota, United States
<u>Bradley University</u>	Illinois, United States
<u>California State University, Chico</u>	California, United States
<u>California State University, San Bernardino</u>	California, United States
<u>Case Western Reserve University</u>	Ohio, United States
<u>Cedar Crest College</u>	Pennsylvania, United States
<u>Central Connecticut State University</u>	Connecticut, United States
<u>Colorado State University</u>	Colorado, United States
<u>Dickinson College</u>	Pennsylvania, United States
<u>Elon University</u>	North Carolina, United States
<u>Fairfield University</u>	Connecticut, United States
<u>Fairleigh Dickinson University</u>	New Jersey, United States
<u>Frostburg State University</u>	Maryland, United States
<u>George Mason University</u>	Virginia, United States
<u>George Washington University</u>	District of Columbia, United States
<u>Georgia College &amp; State University</u>	Georgia, United States
<u>Georgia State University</u>	Georgia, United States
<u>Gettysburg College</u>	Pennsylvania, United States
<u>Goddard College</u>	Vermont, United States
<u>Goucher College</u>	Maryland, United States
<u>Hamline University</u>	Minnesota, United States
<u>John Cabot University</u>	Italy
<u>Lafayette College</u>	Pennsylvania, United States
<u>Lamar University, Beaumont</u>	Texas, United States
<u>Le Moyne College</u>	New York, United States
<u>Lewis University</u>	Illinois, United States
<u>Lindenwood University</u>	Missouri, United States
<u>Lock Haven University of Pennsylvania</u>	Pennsylvania, United States
<u>Loyola University New Orleans</u>	Louisiana, United States
<u>Macalester College</u>	Minnesota, United States
<u>Manhattanville College</u>	New York, United States
<u>Missouri State University</u>	Missouri, United States
<u>Mount Mary College</u>	Wisconsin, United States
<u>New York University</u>	New York, United States
<u>North Carolina State University</u>	North Carolina, United States
<u>Northeastern University</u>	Massachusetts, United States
<u>Northern Arizona University</u>	Arizona, United States
<u>Northwestern University</u>	Illinois, United States
<u>Ohio Northern University</u>	Ohio, United States



<u>Writing Program Name</u>	<u>Location</u>
<u>Pittsburg State University</u>	Kansas, United States
<u>Randolph College</u>	Virginia, United States
<u>Roosevelt University</u>	Illinois, United States
<u>Saint Mary's College of California</u>	California, United States
<u>Salem College</u>	North Carolina, United States
<u>Santa Clara University</u>	California, United States
<u>Sewanee: The University of the South</u>	Tennessee, United States
<u>Sonoma State University</u>	California, United States
<u>Southern Connecticut State University</u>	Connecticut, United States
<u>Southern Methodist University</u>	Texas, United States
<u>Southern Oregon University</u>	Oregon, United States
<u>Stephens College</u>	Missouri, United States
<u>Texas A&amp;M International University</u>	Texas, United States
<u>The University of Alabama at Tuscaloosa</u>	Alabama, United States
<u>The University of Manchester</u>	United Kingdom
<u>Tulane University</u>	Louisiana, United States
<u>University of Alabama, Birmingham</u>	Alabama, United States
<u>University of Baltimore</u>	Maryland, United States
<u>University of Calgary</u>	Canada
<u>University of Florida</u>	Florida, United States
<u>University of Hartford</u>	Connecticut, United States
<u>University of Hawaii, Manoa</u>	Hawaii, United States
<u>University of Illinois, Chicago</u>	Illinois, United States
<u>University of Iowa (Iowa Playwrights Workshop)</u>	Iowa, United States
<u>University of Iowa (Nonfiction Writing Program)</u>	Iowa, United States
<u>University of Iowa (Writers' Workshop)</u>	Iowa, United States
<u>University of Maine, Orono</u>	Maine, United States
<u>University of Mary Hardin-Baylor</u>	Texas, United States
<u>University of Miami</u>	Florida, United States
<u>University of Missouri, Kansas City</u>	Missouri, United States
<u>University of Nebraska at Kearney</u>	Nebraska, United States
<u>University of Nevada, Reno</u>	Nevada, United States
<u>University of New Orleans</u>	Louisiana, United States
<u>University of North Carolina, Chapel Hill</u>	North Carolina, United States
<u>University of North Carolina, Greensboro</u>	North Carolina, United States
<u>University of North Dakota</u>	North Dakota, United States
<u>University of Northern Iowa</u>	Iowa, United States
<u>University of Pittsburgh, Johnstown</u>	Pennsylvania, United States
<u>University of Scranton</u>	Pennsylvania, United States
<u>University of St. Thomas</u>	Minnesota, United States
<u>University of Tennessee, Chattanooga</u>	Tennessee, United States
<u>University of Texas, Dallas</u>	Texas, United States
<u>University of Texas, Pan American</u>	Texas, United States

Writing Program Name  
University of Tulsa  
University of Victoria  
University of Washington  
University of Washington, Bothell  
University of West Georgia  
University of Wyoming  
Ursinus College  
Valdosta State University  
Warren Wilson College  
Washington & Jefferson College  
West Virginia University  
Western Carolina University  
Western State Colorado University  
Winona State University  
Xavier University of Louisiana

Location  
Oklahoma, United States  
Canada  
Washington, United States  
Washington, United States  
Georgia, United States  
Wyoming, United States  
Pennsylvania, United States  
Georgia, United States  
North Carolina, United States  
Pennsylvania, United States  
West Virginia, United States  
North Carolina, United States  
Colorado, United States  
Minnesota, United States  
Louisiana, United States

## ENG 219

### BEGINNING MIXED-GENRE WORKSHOP

3 credits Fall & Spring Semester

PREREQUISITE: ENG 106 OR EQUIVALENT and ENG 209

Sample Syllabus

#### COURSE DESCRIPTION

This multi-genre workshop will focus on developing practical issues of craft and technique presented in ENG 209 with a particular emphasis on form and narrative. Classes will feature writing exercises and discussions of both student work and readings from contemporary fiction, poetry and a third genre (e.g., playwriting or nonfiction). Original work (such as a cycle of poems or prose poems, a full length short story, essay, or play) will be submitted and revised in a workshop environment and collected in a final portfolio of 30 pages at semester's end. A short introduction to the portfolio and a personal evaluation is also due at that time.

#### Required Texts (in semester order)

Patricia Smith, *Blood Dazzler* (poetry)

M. Evelina Galang, *Her Wild American Self* (fiction)

Campbell McGrath, *Road Atlas* (prose/prose poetry)

David Trinidad, *Plasticville* (poetry)

Annie Proulx, "Brokeback Mountain," with excerpt from *The Shipping News* (fiction)

David Ives, *All in the Timing* (plays)

#### Calendar of Topics

subject to change

#### Week One: Creating a Writing Community

Introductions & writing exercises: surrealist games.

Read Russell Edson (from *The Tunnel*) & Amelia Gray ("Babies")

Assignment: Read *Blood Dazzler*; write a poem or short prose piece in the narrative style of Smith.

#### Week Two: The Historical Narrative

Discuss *Blood Dazzler* and student writing.

Assignment: Read *Her Wild American Self*; write in the style of Galang: a short 1<sup>st</sup> person fictional narrative (may be based on autobiographical material or not).

#### Week Three: The Personal Narrative

Discuss *Her Wild American Self* and student writing.

Assignment: Read *Road Atlas*; write in the style of McGrath: a short lyrical prose piece that explores place.

**Week Four: Narrative of Place**

Discuss *Road Atlas* and student writing.

Assignment: Choose one piece from the first three writing assignments, revise, and bring in copies for workshop next week.

**Week Five: Small Group Workshops (Mixed-Genre)**

Assignment: Choose a second piece from the first three assignments, revise, and bring copies for workshop next week; or you may choose to substantially lengthen your first piece and bring copies for workshop.

**Week Six: Small Group Workshops (Mixed-Genre)**

Assignment: Read *Plasticville*, by David Trinidad; choose a form from the book and imitate.

**Week Seven: Form & Popular Culture; Small Group Workshops (Poetry)**

Discuss the use of form in *Plasticville*; discuss written assignment in workshops.

Assignment: Annie Proulx, "Brokeback Mountain," plus excerpt from *The Shipping News*; write a story in either style of Proulx.

**Week Eight: Form & Narrative; Small Group Workshops (Fiction)**

Discuss Proulx; discuss written assignment in workshops

Assignment: Work on revision and expansion of formal piece for workshop next week.

**Week Nine: Small Group Workshops (Mixed Genre)**

Assignment: From David Ives, *All in the Timing* (plays), read *The Philadelphia* and at least three others.

**Week Ten: Collaborative Performance Exercises (Playwriting)**

Assignment: Write a one-act play to be performed by the members of your workshop.

**Week Twelve: Small Group Workshops (Playwriting)**

Read plays, choose one for performance next week.

Assignment: Writers revise plays and gather cast for rehearsal.

**Week Thirteen: Staged Reading of One-Act Plays**

Prizes for best script, costumes, actor.

**Week Fourteen: Celebration & Final Portfolio**

ENG 391  
INTERMEDIATE MIXED-GENRE WORKSHOP  
Sample Syllabus  
Fall, 2013

## COURSE DESCRIPTION

This multi-genre workshop will focus on developing practical issues of craft and technique presented in ENG 219 with a particular emphasis on exploring point of view in fiction, poetry, and creative nonfiction. 12-30 pages of original creative work (such as a cycle of poems, a full length short story, or a personal essay) will be submitted and revised in a workshop environment. In addition, the student will submit a final project in the form of a short essay (10-12 pages) on a topic relevant to his/her individual writing interests and challenges. Topics may include an element of craft (such as balancing story with flashback), a narrative strategy (such as the unreliable narrator), a particular poetic structure or style (such as the evolution of the sonnet in contemporary poetry) or an exploration of a particular writer, group of writers, or writing school. A bibliography is required. Essays will be written and revised in tandem with creative work. Both will be submitted at the end of the semester, along with a self-evaluation, in the form of a final portfolio.

PREREQUISITES: ENG 219

Required Texts:

*Best American Poetry 2012* (Mark Doty, Guest Editor)  
*Best American Stories 2006* (Ann Patchett, Guest Editor)  
*Best American Essays 2011* (Edwidge Danticat, Guest Editor)

Week One: First Person

Discussion of assigned readings. Craft essay prompts.  
Springboard exercises due. Impromptu workshops.

Week Two: Augmented First Person

Discussion of assigned readings. Craft essay prompts.  
Springboard exercises due. Impromptu workshops.

Week Three: Mixed-Genre Workshop

Poetry/Fiction  
Poetry/Nonfiction

Week Four: Mixed-Genre Workshop

Poetry/Fiction  
Poetry/Nonfiction

Week Five: Second Person

Discussion of assigned readings. Craft essay prompts.  
Springboard exercises due. Impromptu workshops.

Week Six: Mixed-Genre Workshop

TBA (based on student choice of genre)

Week Seven: Third Person Limited

Discussion of assigned readings. Craft essay prompts.  
Springboard exercises due. Impromptu workshops.

Week Eight: Mixed-Genre Workshop

TBA (based on student choice of genre)

Week Nine: Third Person Omniscient

Discussion of assigned readings. Craft essay prompts.  
Springboard exercises due. Impromptu workshops.

Week Ten: Mixed-Genre Workshop

TBA (based on student choice of genre)  
Craft Essay Topic Sign Ups

Week Twelve: Craft Essay Development

Thesis statement due. Open feedback.  
Thesis statement plus first three pages due.

Week Thirteen: Re-Vision: Craft Essay, Creative Work

Revision roundtables (revised creative work, mixed genre)  
Revision roundtables (craft essay draft)

Week Fourteen: The Final Portfolio

Krazy Kompetition: Prizes and Review!  
Final portfolio due (Craft Essay, creative work, self-evaluation.)