

CREATIVE WRITING

1	Course Title:	CREATIVE WRITING
2	Course Code:	TUR0014
3	Type of Course:	Optional
4	Level of Course:	First Cycle
5	Year of Study:	2
6	Semester:	4
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	2.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Dr. Öğr. Üyesi OZAN İPEK
15	Course Lecturers:	
16	Contact information of the Course Coordinator:	(ozanipek@uludag.edu.tr-0 (224) 2955037 Uludağ Üniversitesi, Eğitim Fakültesi, B Blok Görükle / Bursa)
17	Website:	
18	Objective of the Course:	Creative Writing course; It aims to raise awareness of the nature and importance of writing skills, to introduce the scientific foundations and features of different perspectives on writing education, to gain knowledge and experience on creative writing and how this approach can be used and evaluated in schools. In addition, another aim of this course is to contribute to the development of students' own writing skills through conceptual and theoretical knowledge and applications.
19	Contribution of the Course to Professional Development:	Contribution to academic development
20	Learning Outcomes:	
	1	Evaluates the importance of writing skills and writing education.
	2	Interprets the problems of writing education.
	3	Compares writing education approaches.
	4	Recognize the purpose, scope and characteristics of creative thinking.
	5	Knows the basic principles of creative writing education.
	6	Creates creative text using process-based writing strategies.
	7	Applies creative writing methods in different text types.
	8	Develops creative writing activities
	9	Compares the ways of measuring and evaluating creative writing.
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21	Course Content:	
	Course Content:	
Week	Theoretical	Practice
1	The nature of the writing skill	

2	writing education and its importance	
3	Appearance of writing education in Turkish programs	
4	Product, Process, Genre, Process-genre approaches	
5	creative thinking, scope and characteristics of creative thinking	
6	The necessity of developing creative thinking	
7	Creativity and creative thinking in writing skills, creative writing	
8	non-fiction creative writing	
9	creative writing practice with nonfiction texts	
10	fictional creative writings	
11	Creative writing practice with fictional texts	
12	Writing and creative writing education in schools	
13	Creative writing method, techniques, and activities	
14	Assessment and evaluation in creative writing	

22	Textbooks, References and/or Other Materials:	Arı, G. (2015). Yaratıcı yazma. F. Şahin (Ed), Üstün zekâlı ve üstün yetenekli öğrencilerin eğitimi içinde (s.127-172). Pegem Akademi. Bayat, N. (2019). Yazma modelleri. N. Bayat (Ed.). Yazma ve eğitimi içinde (s.9-46). AnıYayınları.
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Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	2.00	28.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	4	4.00	20.00
Homeworks	3	10.00	30.00
Projects	4	8.00	32.00
Field Studies	0	0.00	0.00
Midterm exams	1	5.00	5.00
Others	0	0.00	0.00
Final Exams	1	5.00	5.00
Total Work Load			115.00
Total work load/ 30 hr			4.00
ECTS Credit of the Course			4.00

		Erdoğan, Ö. (2012). Süreç temelli yaratıcı yazma uygulamalarının yazılı anlatım becerisine ve yazmaya ilişkin tutuma etkisi [Yayımlanmamış doktora tezi]. Hacettepe Üniversitesi. Galbraith, D. (2009). Cognitive models of writing. German As a Foreign Language, 2(3), 7-22. Grabe, W., & Kaplan, R. B. (1996). Theory and practice of writing: An applied linguistic perspective. Longman. Graham, S., & Harris, K. R. (2005). Writing better: Effective strategies for teaching students with learning difficulties. Paul H. Brookes Publishing. Gunning, T. G. (2005). Creating literacy instruction for all students (5th Edition). Allyn & Bacon. Huang, Y. & Zhang, L. J. (2020) Does a process-genre approach help improve students' argumentative writing in English as a foreign language? findings from an intervention study. Reading & Writing Quarterly, 36(4), 339-364, https://doi.org/10.1080/10573569.2019.1649223.
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		Hyland, K. (2002). Teaching and researching writing. Pearson Longman. Johns, A. M. (2002). Genre in the classroom. Lawrence Erlbaum Associates. Johnson-Shenan, R. & Paine, C. (2016). Writing today. (Third Edition). Pearson. Karatay, H. (2011). 4+1 planlı yazma ve değerlendirme modelinin öğretmen adaylarının yazılı anlatım tutumlarını ve yazma becerilerini geliştirmeye etkisi. Turkish Studies, 6(3), 1029-1047. Karatay, H. (2015). Süreç temelli yazma modelleri: 4+1 planlı yazma ve değerlendirme modeli. M.Özbay (Ed.), Yazma eğitimi içinde (s.21-48). (5. Baskı). Pegem Akademi Yayıncılık. Labov, W. (1972). Transformation of experience in narrative syntax. University of Pennsylvania Press. Labrecque, M. L. & Fernandes, T. A. (2006). The persuasive essay. In S. L. Pasquarelli (Eds.), Teaching writing genres across the curriculum (pp. 33-48). Information Age Publishing. Lee, K. C., Goh, H., Chan, J., & Yang, Y. (2009). Effective college writing: A process-genre approach. McGraw-Hill Education. MacArthur, C. A., & Graham, S. (2016). Writing research from a cognitive perspective. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), Handbook of writing research (pp. 24–40). The Guilford Press. MEB (2012). Yazarlık ve yazma becerileri dersi öğretim programı (5-8. sınıflar). MEB Yayınları. MEB (2019). Türkçe Dersi öğretim programı (1-8. sınıflar). MEB NAPLAN (2013). Persuasive writing marking guide. (Australian Curriculum, Assessment and Reporting Authority) ACARA, Sydney. Oral, G. (2008). Yine yazı yazıyoruz (3. baskı). Pegem Akademi. Özdemir, O. (2019). Yazma eğitiminde süreç, tür ve süreç-tür temelli yaklaşımların kullanımları. Gazi Üniversitesi Eğitim Fakültesi Dergisi, 39(1), 545-573. Şimşek, N. D. & Müldür, M. (2020). Pedagojik bakış açısıyla metin tipleri, türleri ve yapıları. İksad Publishing House. Ülper, H. (2008). Bilişsel süreç modeline göre hazırlanan yazma öğretim programının öğrenci başarısına etkisi [Yayımlanmamış doktora tezi]. Ankara Üniversitesi. Yaylı, D. (2015). Yazma becerisinin öğretimi. N. Bekleyen (Ed.), Dil öğretimi içinde (s. 287-308). Pegem Akademi Yayınları.
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23	Assesment	
TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	0	0.00
Quiz	0	0.00
Home work-project	1	40.00
Final Exam	1	60.00
Total	2	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00
Total		100.00

Measurement and Evaluation Techniques Used in the Course	1 writing (performance) assignment, 1 multiple-choice, open-ended, fill-in-the-blank, mixed-use final exam in true-false types
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24	ECTS / WORK LOAD TABLE
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25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK2	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK3	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK4	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0
ÖK5	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
ÖK6	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0
ÖK7	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0
ÖK8	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0
ÖK9	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low		2 low		3 Medium		4 High		5 Very High							