

SYLLABUS

Educational program "6B03201 - Journalism"

10	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWS T)
		Lectures (L)	Practical classes (PC)	La b. classes (L C)		
ID 100936 Creative Writing	4	1,5	1,5	6	9	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
online	II BK	analytical lecture	situational tasks	Offline – written		
Lecturer - (s)	Danchenko Anna Alexandrovna					
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Assistant - (s)	Khasanova Aizhan Nurpeiskyzy					
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ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)		
The purpose of the discipline is to form students' ability to write in a variety of genres, scales and levels of complexity. The course covers elements of the three main genres of creative writing: short story, narrative essay, and memoir. Students will learn the techniques that writers use to create a story filled with memorable characters in an interesting setting, written in a new descriptive style. They will analyze and constructively evaluate texts written by fellow students.	Understand key concepts, genres, and narrative structures in creative writing.			1.1 Identifies and explains literary genres and narrative techniques		
	Critically evaluate one’s own and others’ creative texts			1.2 Analyzes sample texts using appropriate literary terminology.		
				2.1 Provides constructive peer feedback based on narrative and stylistic criteria		
	Produce original creative texts in various genres (e.g., fiction, poetry, drama).			2.2 Reflects on own work to identify areas for improvement		
				3.1 Completes creative assignments in multiple genres adhering to stylistic conventions.		
	Apply revision and editing techniques to improve drafts.			3.2 Demonstrates originality and coherence in creative works		
				4.1 Revises drafts based on peer/instructor feedback.		
	Demonstrate autonomy and responsibility in managing the creative process.			4.2 Identifies and corrects grammar, structure, and stylistic issues in texts.		
				5.1 Meets deadlines and manages time effectively during writing projects.		
5.2 Sets personal goals and reflects on progress in writing practice.						
Prerequisites	Introduction to Journalism					
Postrequisites	Investigative journalism					
Learning Resources	Literature: main, additional. 1. May A. Tradition in Creative Writing. – Springer International Publishing, 2021. 2. Lee S. Q. (ed.). How dare We! Write: A multicultural creative writing discourse. – Modern History Press, 2022. 3. Albarran A. B. The media economy. – Routledge, 2023. 4. Sasikala S., Raju M. T. J. The Media Lexicon: A Comprehensive Guide to Media Terms and Concepts. – Wordsswizzle publication, 2025.					

	5. Fitria T. N. Creative writing skills in english: develop students' potential and creativity //EBONY: Journal of English Language Teaching, Linguistics, and Literature. – 2024. – T. 4. – №. 1. – C. 1-17. Research infrastructure 1. AI MediaLab 2. Broadcasting Professional scientific databases 1. Scopus 2. Google Academy Internet resources 1. http://elibrary.kaznu.kz/ru 2. MOOC / video lectures, etc. 3. Coursera
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Academic course policy	The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u> . Documents are available on the main page of IS Univer. Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points. Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable. Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings"</u>. Documents are available on the main page of IS Univer . Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive counseling assistance by phone / e- mail Ann-2905@mail.ru or ajzanh01@gmail.com. Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule. ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.
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INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT				
Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment. Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed. Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.
A	4.0	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	

B	3.0	80-84	Satisfactorily	Formative and summative assessment	Points % content	
B-	2.67	75-79		Activity at lectures		
C+	2.33	70-74		Work in practical classes	25	
C	2.0	65-69		Independent work	25	
C-	1.67	60-64		Design and creative activity	10	
D+	1.33	55-59	Unsatisfactory	Final control (exam)	40	
D	1.0	50-54		TOTAL	100	
FX	0,5	25-49				
F	0	0-24				
Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.						
A week	Topic name				Number of hours	Max. ball
MODULE 1 Foundations of Creative Writing						
1	L 1. Introduction to Creative Writing: Purpose and Process				1	
	Seminar 1. Freewriting and Creative Prompts				2	
2	L 2. Elements of Storytelling: Plot, Character, Setting				1	
	PC 2. Describing Places and People				2	
3	L 3. Narrative Voice and Point of View				1	
	PC 3. Writing a Character Sketch				2	
4	L 4. Theme and Symbolism in Creative Texts				1	
	PC 4. Dialogue Writing Practice				2	
5	L 5. Dialogue: Crafting Authentic Speech				1	
	PC 5. Writing a Short Scene				2	10
	IWS 1. Research Paper: Reading and analyzing a selection of modern short stories					25
MODULE 2 Exploring Genres and Styles						
6	L 6. Imagery and Descriptive Language				1	
	PC 6. Creating Conflict and Tension				2	15
7	L 7. Character Development and Motivation				1	
	PC 7. Peer Review: Giving and Receiving Feedback				2	15
8	L 8. Structure and Pacing in Fiction				1	
	PC 8. Writing Flash Fiction				2	10
	IWS Essay: Keeping a writer’s journal (daily creative entries)					25
Midterm control 1						100
9	L 9. Writing Short Stories: Techniques and Strategies				1	
	PC 9. Writing a Poem Based on Visual Prompts				2	10
10	L 10. Introduction to Poetry: Forms and Devices				1	
	PC 10. Rewriting a Classic Story from a New POV				2	10
MODULE 3 Writing, Revising, and Publishing						
11	L 11. Writing Poetry: Rhythm, Sound, and Line				1	
	PC 11 Collaborative Storytelling in Groups				2	10
	IWST 3. Researching literary magazines for potential submissions					25
12	L12. Creative Nonfiction: Memoir and Personal Essay				1	
	PC 12. Workshopping Student Texts (Fiction)				2	10
13	L 13. Writing for Stage and Screen: Dialogue and Action				1	
	PC 13. Workshopping Student Texts (Poetry)				2	10
14	L 14. Editing and Revising: Strategies for Improvement				1	
	PC 14. Self-Editing Practice				2	10
15	L 15. Publishing and Sharing Creative Work				1	
	PC 15. Preparing a Portfolio of Creative Work				2	5
	IWS 2. Creating a revised final version of a chosen piece for portfolio					10
Midterm control 2						100
Final control (exam)						100
TOTAL for course						100

Dean _____ K. Auyesbay

Chair of the Academic Committee
on the Quality of Teaching and Learning _____ M. Negibayeva

Head of Department _____ A. Alzhanova

Lecturer _____ A.Danchenko

RUBRIC FOR EVALUATING SUMMATIVE ASSESSMENT

CRITERIA FOR ASSESSING LEARNING OUTCOMES

SRO 1: Presentation (30% of 100% FG), SRO 2, SRO 3: Presentation (44% of 100% FG)

Criteria	Excellent (10–12%)	Good (9–10%)	Satisfactory (6–8%)	Unsatisfactory (0–5%)
Content	Fully reveals the topic, includes relevant examples, explanations, comparisons. Material is logical, coherent, complete, and reflects deep understanding.	The topic is generally well revealed, contains some examples, explanations. Some points may lack clarity or coherence.	The topic is partially revealed. Material is superficial, lacks depth. Errors in understanding are present.	The topic is poorly revealed or not revealed at all. Presentation shows misunderstanding or lack of knowledge.
Design and Formatting	Visually appealing design, appropriate use of visuals and formatting tools, neat layout.	Appropriate design, visuals support content, formatting may have minor issues.	Unremarkable visuals or formatting. Presentation is plain and unengaging.	Poor visuals and design. Formatting is messy or distracting.
Structure	Clear, logical structure (intro, body, conclusion). Transitions between sections are smooth.	Generally clear structure, though transitions may be weak.	Weak or unclear structure. Logical flow is difficult to follow.	No clear structure, ideas are presented randomly.
Presentation of Material	Presenter is confident, demonstrates understanding, maintains eye contact, uses gestures, responds to questions.	Presenter is generally confident, some hesitation, maintains some eye contact, partially responds to questions.	Presenter is uncertain, reads from slides, limited engagement, answers questions poorly.	Presenter reads entirely from text, no engagement, unable to answer questions.
Language and Grammar	Uses language appropriately and correctly. Speech is fluent and clear.	Minor grammar or language errors that don't hinder understanding.	Frequent errors in grammar or vocabulary, occasionally hinder understanding.	Major grammar/vocabulary errors that significantly hinder understanding.