

Creative Writing (Micro-credential)

Developing innovation through writing

Creative writing is more than novels and poetry, although fiction writers and poets are encouraged; instead, this writing expresses your unique view through your language and your passion topic—whether through storytelling, marketing, product development, or new idea descriptions. It reflects your creativity.

Thus, writing is one of the most sought-after employee skills because it showcases several invaluable abilities such as thinking, empathy, as well as clear and focused communication. Therefore, writing is one of the most powerful and essential skills to convey your capability.

With increasing international interconnectivity, people working with the public must develop an understanding of and respect for diverse cultures. Writing expresses your awareness of culture's impact on individuals' identities and lifestyles. You show your respect and awareness of the world's diversity. Developing global awareness allows more openness to those raised in different countries, cultures, and religions. In other words, you convey your willingness to work with people from different countries, cultures, and religions within the workplace.

So show off your writing, creativity, and global thinking with a creative writing project.

Requirements

The student chooses a career or interest-specific project. The final product should reflect creative skills-- designing, creating to obtain, interpret, and use knowledge, facts, and data in this process, and should demonstrate originality and creativity. The writing should incorporate the students' knowledge and research about another culture, country, or belief.

Example assignments for nonwriting majors:

- Reimagine a course, hobby, club, or other activity that you highly recommend
- Dream big and describe an innovation for a current product or service (business)
- Draft a marketing campaign (business)
- Create a lesson plan to read and discuss three examples of the same genre (education)

Example assignments for writing majors:

- Write a short story, essay, or poem for an upcoming contest or journal
- Plot your story, planning your character arcs, storylines, and plot points
- Dream big and write a full-fledged novel in one academic year under the instructor's guidance
- Document your efforts and develop a collaborative script treatment or longer non-fiction project; *for writing majors*--Incorporate research about another culture, country, or belief into a short fiction piece, a short non-fiction piece, or a group of poetry.

Career-based Competencies

Earning this micro-credential will demonstrate your ability to articulate innovative thoughts and ideas clearly and effectively in written and oral forms. Completing this project will demonstrate several competencies as defined by NaceWeb.org:

- *Communication*: Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- *Critical Thinking*: Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- *Equity & Inclusion*: Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures.
- *Technology*: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Evaluation

Student projects will be assessed for creativity, critical thinking, and communication. A successful project will demonstrate the competencies below (based on Meagan Kelly's *Breaking Down the Four C's* rubric). Students should earn ten or more Competent or Accomplished levels for each category.

Creativity		
WHAT? What creation techniques are students using?	HOW? How are students demonstrating creativity?	WHY? Why are students being creative?
Accomplished Students use at least two ideas creation techniques--whether recommended by an instructor or student learning that have not been provided to them --to draft, develop, and create a unique idea of their choice.	Students demonstrate their creativity by creating an original and innovative product through multiple mediums, including technology. Students show situational and audience awareness through unique ideas or perspectives.	Students are developing different perspectives of real-world situations and ideas in ways that explore their meaning and consequences.
Competent Students use various idea creation techniques that the professor assigned, but they get to choose the techniques they use.	Students demonstrate their creativity by creating an original product, with guidance from the professor, where they develop and refine their ideas for a specific audience. Students convey limited situational and audience analysis, refine and evaluate their ideas.	Students find answers to questions they have chosen, developed a solution to a specified problem, or explored a single perspective while conveying awareness of other views.
Developing Students use more than one creation technique that is chosen by the professor.	Students demonstrate their creativity by creating a product with specific instructions from the professor. Students convey limited situational and audience analysis, refine and evaluate their ideas.	Students communicate a single perspective about an idea, situation, or issue assigned by the professor and allow open-ended responses.
HOW SO? Redesigning an existing idea, developing a new idea, or planning the details of a new idea		

Communication		
WHO? With whom do students communicate?	HOW? How are students demonstrating communication?	WHY? Why are students communicating?

Accomplished	Students are communicating their thoughts to a specific, identified audience. Students show an understanding of the chosen audience's needs, wants, or motivations.	Students communicate their thoughts and ideas using multiple communication modes: written, verbal, visual, or digital. Technology is the primary tool that they use to share their message.	Students communicate original thoughts by identifying real-world problems and finding solutions to the problems they discovered, exploring an idea or a perspective.
Competent	Students are communicating their thoughts to a broad, general audience. Students show an understanding of the chosen audience's needs, wants, or motivations.	Students communicate their thoughts and ideas using at least two modes of communication: written, verbal, nonverbal, visual, or digital. Technology is used to enhance their message.	Students communicate their thoughts for a purpose (to inform, instruct, motivate or persuade) that the student determines and communicates rather than an instructor-assigned purpose.
Developing	Students are communicating their thoughts in the classroom with the professor and other students.	Students communicate their thoughts and ideas using written, verbal, nonverbal, visual or digital communication.	Students communicate their thoughts for a specific, professor-directed purpose: to inform, instruct, motivate or persuade.
HOW SO? Written documents, outlined plans			

Critical Thinking

WHAT? What types of thinking are present?		HOW? How is thinking are students demonstrating thinking?	WHY? Why are students thinking critically?
Accomplished	Students use research or information analysis. Students examine the gathered data, make judgements, and explore relationships between material. Based on data, the student creates or re-designs something.	Students act on their researched conclusions. Students use their gathered information to develop ideas using multiple methods, oral, written, nonverbal, visual or digital tools.	Students convey real-world knowledge into their creations. They analyze and communicate real-world, unfamiliar situations or ideas.
Competent	Students use information to apply, demonstrate, interpret, practice, or solve problems.	Students demonstrate critical thinking by using at least two of the following methods, such as oral, written, nonverbal, and visual or digital tools.	Students are analyzing unfamiliar situations and finding solutions to real-world problems that the professor provided.
Developing	Students comprehend and grasp the meaning of content to explain, infer, compare, or contrast material.	Students demonstrate critical thinking by using oral or written methods.	Students are answering questions that have been given by the professor with open-ended responses.
HOW SO? Audience analysis; research summary, literature review			

Global Awareness		
WHO? To whom do students communicate their awareness?	HOW? How are students demonstrating global awareness?	WHY? Why are students developing their global awareness?
Accomplished	Students are communicating their thoughts to an identified, informed audience. Students show an understanding of the chosen global audience's perspectives.	Students identify and discuss a global issue or event with knowledgeable connections between local and global events and their repercussions.
Competent	Students convey their knowledge and global perspective to the professor, students, and across campus.	Students identify and describe a global issue or event. Students demonstrate a basic understanding of the selected topic connects to larger global issues.
Developing	Students communicate their understanding of the global issue or event in the classroom with the professor and other students.	Students identify a global issue or influence. Students identify an example of a local issue or event that occurs globally. The project presents limited or no recognition of ethical dimensions related to global issues or events.
HOW SO? Incorporating a global issue or event within the project		

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HOW SO? Incorporating a global issue or event within the project		