

COURSE MANUAL



Course Title	Creative English Expression
Course Code	
Core or Elective	Elective
Program and Batch	Open to all undergraduate students
Semester & Academic Year	Spring 2026
Credits	4
Discipline/Area	English Language and Communication
Name of the Faculty Member/Course Instructor	Dr. Fatemeh Rajabi, Associate Professor
Contact Details of the Faculty Member	frajabi@jgu.edu.in
Contact Details of Support Staff	
Faculty Member's Open Office Day/s & Time	

Introduction to the Course

The Creative English Expression course empowers students to enhance their English proficiency through creative writing, storytelling, and multimedia projects. Designed for students across all disciplines, it fosters fluency in speaking, writing, reading, and listening by engaging with creative genres such as short stories, poetry, blogs, and presentations. Through interactive workshops, peer reviews, and collaborative activities, students develop confidence, originality, and versatility in English communication, preparing them for academic, professional, and personal expression.

Course Learning Objectives

- CLO1:** Craft creative written works (e.g., stories, poems) with clarity and originality.
- CLO2:** Deliver expressive oral presentations and storytelling performances.
- CLO3:** Analyze creative texts to enhance reading and critical thinking skills.
- CLO4:** Develop multimedia communication skills for diverse audiences.

Programme Competency Goals

Programme Competency Goals (PCGs)	Programme Learning Objectives (PLOs)
1. Effective Communication: Ability to effectively exchange ideas and information	PLO1: Write creatively with clarity and style PLO2: Speak expressively in varied contexts PLO3: Use multimedia tools for communication
2. Critical Thinking: Ability to analyze and interpret creative content	PLO4: Analyze narratives and texts critically PLO5: Develop original ideas and perspectives
3. Teamwork: Ability to work and contribute effectively in group settings	PLO6: Collaborate on creative projects PLO7: Provide constructive peer feedback
4. Responsible Global Citizenship: Ability to engage with diverse cultural contexts	PLO8: Incorporate global themes in creative work PLO9: Respect cultural diversity in expression

Program Learning Objectives and Assessment Mapping

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
PLO1, PLO2, PLO4, PLO5, PLO8	PCG1, PCG2, PCG4	A1, A2, A3, A4, A6
PLO1, PLO2, PLO3, PLO6, PLO7, PLO8, PLO9	PCG1, PCG3, PCG4	A5

Teaching Method

The course adopts a student-centered approach, blending creative workshops, storytelling sessions, group discussions, and multimedia projects. Students will write short stories, poems, and blogs, perform oral narratives, and create digital content (e.g., video scripts). The instructor facilitates through guided exercises, peer reviews, and personalized feedback, drawing on real-world creative scenarios to enhance language skills and confidence.

Evaluation Schema

The course grade is determined based on:

Assessment Task	Weightage Nature	Week of Assessment	PLOs Assessed
A1: Class Participation	10% Individual	Ongoing	PLO1, PLO2, PLO4, PLO5, PLO8
A2: UMS Assignments	5% Individual	Ongoing (Weeks 1–13)	PLO1, PLO3, PLO4
A3: Internal Assessment	15% Individual	Week 6	PLO1, PLO4, PLO5, PLO8
A4: Mid-Term Examination	20% Individual	Week 8	PLO1, PLO2, PLO4, PLO5, PLO8
A5: Presentation	20% Individual/Group	Weeks 9, 14	PLO1, PLO2, PLO3, PLO6, PLO7, PLO8, PLO9
A6: End-Term Examination	20% Individual	Week 15	PLO1, PLO2, PLO4, PLO5, PLO8
A7: Attendance	10% Individual	Ongoing	N/A

A1. Class Participation (10%): Assessed via engagement in workshops, discussions, and storytelling activities.

A2. UMS Assignments (5%): Weekly tasks (e.g., short stories, poems, blog drafts) submitted via UMS.

A3. Internal Assessment (15%): A creative writing task in Week 6, evaluating narrative skills and analysis.

A4. Mid-Term Examination (20%): A 1.5-hour pen-and-paper exam in Week 8, covering content from Weeks 1–7.

A5. Presentation (20%): Includes a 5-minute creative presentation in Week 9 (10 marks) and a 7-minute final presentation in Week 14 (10 marks).

A6. End-Term Examination (20%): A 3-hour invigilated exam covering all course material, per the academic calendar.

A7. Attendance (10%): Based on punctuality and attendance (minimum 80% required for full marks).

Rubrics for Assessments

A3: Internal Assessment

Criteria	Superior (100%)	Satisfactory (50%)	Needs Improvement (25%)
Creativity	Highly original and engaging content.	Some originality, but lacks depth.	Minimal creativity or generic content.
Language Accuracy	Precise, expressive language; error-free.	Minor errors in grammar or style.	Frequent errors hinder clarity.
Structure	Clear, logical narrative structure.	Some organization, minor issues.	Disorganized or unclear structure.
Analysis	Insightful interpretation of creative prompts.	Partial analysis, some inaccuracies.	Limited or incorrect analysis.
Timeliness	Submitted on time.	Submitted within one day of deadline.	Submitted beyond one day of deadline.

A5: Presentation

Criteria	Excellent (100%)	Satisfactory (50%)	Needs Improvement (25%)
Content & Creativity	Engaging, original narrative or performance.	Clear but lacks originality or depth.	Unclear or unoriginal content.
Language Use	Fluent, expressive, and audience-appropriate.	Understandable with minor errors.	Frequent errors or unclear speech.
Delivery	Confident, clear, within time; effective visuals.	Understandable with minor lapses; adequate visuals.	Unclear, unprepared, or off-time.
Collaboration (Group)	Equal participation, cohesive delivery.	Uneven effort, some coordination.	Disjointed, minimal collaboration.
Engagement	Actively captivates audience.	Moderate engagement.	Little to no engagement.

Textbooks and Readings

- **Textbook:** Burroway, J., Stuckey-French, E., & Stuckey-French, N. (2019). *Writing Fiction: A Guide to Narrative Craft* (10th ed.). University of Chicago Press.
- **Supplementary Readings:**
 - Goldberg, N. (1986). *Writing Down the Bones: Freeing the Writer Within*. Shambhala.
 - King, S. (2000). *On Writing: A Memoir of the Craft*. Scribner.
 - Additional materials (poems, short stories, multimedia clips) provided via UMS or in-class handouts.

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Introduction to Creative Expression.	PLO1, PLO2.
Objective	Understand course goals, assessments, and creative approaches to English.	
Subtopics to be covered	Overview, importance of creative communication.	
Readings	None.	
Pedagogy	Class discussion, creative icebreaker.	
Session 2	Vocabulary for Creative Writing	PLO1, PLO4.
Objective	Build expressive vocabulary for storytelling.	
Subtopics to be covered	Figurative language, descriptive words, idioms.	
Readings	Textbook Chapter on Vocabulary.	
Pedagogy	Vocabulary games, writing prompts.	
Session 3–4	Storytelling Basics	PLO1, PLO2, PLO5.
Objective	Craft short narratives with clear structure.	
Subtopics to be covered	Plot, character, setting; oral storytelling.	
Readings	Short stories (provided).	
Pedagogy	Storytelling workshop, peer feedback.	
Session 5	Poetry and Imagery	PLO1, PLO4, PLO5.
Objective	Write poems using vivid imagery.	
Subtopics to be covered	Poetic forms, metaphors, sensory details.	
Readings	Selected poems (provided).	
Pedagogy	Poetry workshop, recitation.	

Session 6	Internal Assessment	PLO1, PLO4, PLO5, PLO8.
Objective	Assess creative writing and analysis skills.	
Subtopics to be covered	Short story or poem composition.	
Readings	None.	
Pedagogy	In-class written assessment (15 marks).	
Session 7	Speaking Through Stories	PLO2, PLO6.
Objective	Perform oral narratives with confidence.	
Subtopics to be covered	Voice modulation, storytelling techniques.	
Readings	Textbook Chapter on Oral Storytelling.	
Pedagogy	Oral performance, group feedback.	
Session 8	Mid-Term Examination	PLO1, PLO2, PLO4, PLO5, PLO8.
Objective	Assess writing, analysis, and creative skills.	
Subtopics to be covered	Content from Weeks 1–7.	
Readings	None.	
Pedagogy	1.5-hour pen-and-paper exam (20 marks).	
Session 9	Presentation Skills I	PLO2, PLO3, PLO7.
Objective	Deliver creative presentations.	
Subtopics to be covered	Slide design, expressive delivery.	
Readings	Guide to Creative Presentations (provided).	
Pedagogy	5-minute presentations (10 marks).	
Session 10	Blog and Digital Writing	PLO1, PLO3, PLO8.
Objective	Create engaging digital content in English.	
Subtopics to be covered	Blog structure, online tone, audience engagement.	

Readings	Sample blogs (provided).	
Pedagogy	Blog writing workshop.	
Session 11	Group Creative Projects	PLO6, PLO7, PLO9.
Objective	Collaborate on a creative multimedia project.	
Subtopics to be covered	Scriptwriting, group storytelling.	
Readings	Guide to Collaborative Projects.	
Pedagogy	Group work, project planning.	
Session 12	Reading Creative Texts	PLO4, PLO5.
Objective	Analyze narratives and poems critically.	
Subtopics to be covered	Literary devices, thematic analysis.	
Readings	Selected stories and poems.	
Pedagogy	Group analysis, discussions.	
Session 13	Writing for Multimedia	PLO1, PLO3, PLO8.
Objective	Develop scripts for video or audio content.	
Subtopics to be covered	Script structure, dialogue writing.	
Readings	Sample scripts (provided).	
Pedagogy	Scriptwriting workshop.	
Session 14	Final Presentations	PLO2, PLO3, PLO6, PLO7, PLO9.
Objective	Deliver polished creative presentations.	
Subtopics to be covered	Performance refinement, audience engagement.	
Readings	None.	
Pedagogy	7-minute presentations (10 marks).	
Session 15	End-Term Examination and Wrap-Up	PLO1, PLO2, PLO4, PLO5, PLO8.
Objective	Assess all skills; reflect on creative growth.	
Subtopics to be covered	Comprehensive review, feedback.	

Readings	None.	
Pedagogy	3-hour exam (20 marks), discussion.	

Disability Support

O.P. Jindal Global University ensures accessibility for all students. The Disability Support Committee (DSC) supports conditions including physical/mobility difficulties, visual/hearing impairments, mental health conditions, and learning difficulties (e.g., dyslexia). Students needing support must register with the DSC at <https://jgu.edu.in/disability-support-committee/> within the first month of the semester or at least one month before the end-term exam. The DSC maintains strict confidentiality, and faculty/staff are expected to respect this.

Queries: disabilitysupportcommittee@jgu.edu.in.

Additional Policies

- **Attendance:** Minimum 80% attendance required for full marks (10%). Justify absences with documentation.
- **Academic Integrity:** Plagiarism or cheating results in a zero and potential disciplinary action.
- **Late Submissions:** 10% penalty per day unless an extension is granted.
- **Classroom Etiquette:** Respectful behavior and active participation expected.

Contact Information

- **Instructor:** Dr. Fatemeh Rajabi
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- **Office:** English Language Centre, O.P. Jindal Global University
- **Office Hours:** Tuesdays and Thursdays, 2:00–3:00 PM (or by appointment)
- **Support Staff:** elc.support@jgu.edu.in

Note: Some changes in assessments, sessions, or readings may occur during the semester.