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Creative Writing for Teachers

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### Teaching College Creative Writing Pedagogy in a Digital Era

Creative writing became a distinct academic field and stand-alone discipline entering the classroom in 1920, the culture defined an at-the-time unconventional way to create and assimilate poetry as a writing discipline. English departments built frameworks around rhetoric and composition communicated through prose, infusing philosophy, aided by the enduring rhetorical canon (Earnshaw 12). Combining traditional forms of writing and the rhetorical canon with multimodal tools of literacy, students are afforded opportunities for creativity as they interact with digital platforms in a pedagogically sound learning environment built around innovation. Creative writing is a fluid craft always adapting alongside our culture, maintaining relevance, and the core is filled with prolific human imagination.

Historically, educators have led the charge for innovation utilizing epistemological frameworks surrounding higher academia. Paul Engle transformed the creative writing classroom by designing rigorous genre-based workshops (Earnshaw 12). At the time, print-based writing carried the informational load, until digital communication became the norm. This created a need for all educators to adopt and expand their pedagogical frameworks. Charles Sanders Peirce's Semiotic Theory gained traction years later. When Gunther Kress transformed Peirce's theory into a social semiotic approach to include multimodality in the digital age. Adding to this framework, Jay Bolter unveiled

the idea of remediation. The concept that outdated theories and learning continue to maintain their relevance while adding layers of meaning-making to rhetoric, composition, and communication in the digital era. This hybrid approach lends a modern inter- and transdisciplinary approach to creative writing classrooms and reaches students across their programs of study (Bolter).

Creative writing expanded to include environmental writing, and nonfiction showcasing the fluid progression of creative writing, not restricted to poetry. Addressing interdisciplinary approaches, prose aids the discipline through pedagogically addressing future-facing education that now spans across the World Wide Web by incorporating multimodal design. Creative writing allows students opportunities to explore their interests, link academic disciplines in new and creative ways, as diversification allows literacy to expand into various fields. Creative writing is defined as a compilation of prose and poetry, short-form, and workshops. Creative writing enriches communication across print-based writing boundaries in both form and function.

The beauty of creative writing is found in eclecticism. Taking a pedagogical standpoint, educators today are inundated with digital literacy technologies requiring a sound critical framework that addresses how teachers evaluate and assess print-based writing assignments. Digitality broadens the creative landscape beyond the traditional landscape, requiring updated approaches to classroom practices. Assignment artifacts are evidence-based assignments showing the creative trail of student-led decision making. The origins of poetry maintain the epicenter of creative works while utilizing multimodal design frameworks to support nuanced approaches for teaching multimodality within a literary framework. This hybrid structure allows for students to

engage with different modes of communication. Computers are essentially mass carriers circulating rhetorical communications through the five modes of communication (visual, aural, linguistic, spatial, and gestural) no longer bound by the classroom (Kress). The rise of digitalism overhauled the analog classroom, leaving a void for students to share digital resources with instructors and amongst one another, compiling resources to promote literacy, critical literacy, and vetting credible resources. Affording students to engage with modern-day ideas, as students interact with all forms of communication: reading, writing, speaking, and listening. Multimodality became a forerunner to new forms of assessment: podcasts, presentations, multimodal projects, videos, presentations, and potentially future publications. Students are afforded choices and autonomy when choosing assignments that fulfill their personal and professional writing goals. From creating a zine or, contributing to a magazine, website, or developing a portfolio. Students monitor and develop their creative print and digital persona. This works when instructors set a high standard of quality and excellence for students, as they rise to the mark you set as an instructor.

Historically, creative writing served as a conduit for poetic expression, breaking the maxim of its time, and allowing creativity to flourish. The workshop model set the stage for writing, affording success through flash fiction, short form stories, and classical forms of poetry. From the sonnet, haiku, the ballad, free-form, limerick, epitaph, and lyrical poetry, tradition seamlessly blends with contemporary practices. Today's workshops no longer limit the modes of communication to paper. The belief that all writing maintains a high "quality writing," no matter the format, print-based, or multimodal forms of writing in our digital era.

Douglas Eyman's "Digital Rhetoric" adapts the rhetorical canon to: instruction with literary purpose, canon based instruction, close readings of great works with an emphasis on revision and peer review. Students learn to develop personal voice and style while they develop stories and characters based on famous literary works and life experiences. Eyman's digital rhetoric conveys writing as participatory, drafts are exalted as the real work, peer reviews are interactive, assignments are multimodal. Increased student engagement as assignments apply to real life. Creative writing offers accessibility opportunities through learning about blogs, digital storytelling, and multimedia storytelling offers depth in new ways, reaching an expanding audience and student interaction through various platforms. In-person to online group workshops, and Zoom meetings are all creative avenues to share their learning. Creative writing borrows from expository prose a set of guidelines while remaining autonomous and free-form expression. From conferences to stand-up poetry, the professional educator bridges literacies and how they intersect. intentionally through their assignments as we adopt parts of Paulo Freire's problem posing method of education.

The benefits of multimodality and AI and pedagogy: AI is a writing tool of literacy, AI is an editing tool, brainstorm companion, offers immediate feedback and can be viewed as a tutor or learning aid if used appropriately, needs ethical guidelines, should not be banned or restricted because it is in the public domain, just as instructors benefit from digital platforms to learn and find new resources, students should be offered the same benefit in their learning and assignments.

Creative writing offers the best of both worlds, combining traditional writing, poetry, and digital media, utilizing a hybrid pedagogy that supports diverse backgrounds

ensuring classrooms are effective and inclusive. Offering culturally diverse readings that stem from the classical canon. Tradition remains valuable, using canonical texts to serve as the foundation, utilizing the workshop model, maintaining an emphasis on revision, and the heart of creative writing, which is poetry and prose in tandem. Process or completion, a writer's work is rarely a completed piece of writing without room for improvement.

Digital writing tools, software and platforms enhance creativity and multimodal writing that is innovative and future facing, audience is expanded online presence is less limited but also harder to define and refine, AI augments learning, has the capabilities of assisting with brainstorming, drafts, punctuation and grammar. The teacher-facing issues with AI constraints, it can stifle critical thinking if not used appropriately and lead to plagiarism or an overreliance on students not creating original work. Instructors benefit from reading texts, experimenting with remixing texts digitally, using AI, but requiring revision without AI supporting a student's intrinsic motivation. Student workshops afford students with opportunities that lead to publication in a student newspaper, book, or magazine. Instructing students on publication and Creative Commons licenses is an important part of educating students on their rights and responsibilities when posting and publishing their creative works. Dust off the canon and revive it for creative expression. The backbone of writing is the canon. Pedagogically promoting critical thinking through intertextuality provides solid models pertaining to ethos, logos, pathos, and kairos in our digital era.

Modern creative adaptations lead to transformative retellings of the classical canon of literature, for example, "Pride and Prejudice and Zombies" by Seth

Grahame-Smith became a famous remix. Affords creative applications, overall, using digital rhetoric, the rhetorical canon, and creativity fosters deep learning through engagement, elevating originality, and teaches modern literacy tools. Pedagogically, strengthening community college student diversity, meeting students at their levels, will be guided as career and interest focused, blending canon, digital rhetoric, AI, and tools of literacy creates a structurally sound classroom with purpose that promotes creativity and is led by students' personal interests while touching on AI ethical usage and responsibility, and hopefully deters students from creating AI books for publication.

This teaching philosophy combines traditional forms of prose with the traditional rhetorical canon, utilizing multimodal tools of literacy, affording students opportunities for creativity as they interact with digital platforms in a pedagogically sound learning environment, built around innovation, while proving imagination to abound. Creative writing evolves alongside technologies of our time, and educators constantly adapt and adopt new teaching methods relevant and filled with prolific imagination. Keeping creative writing grounded historically in texts, incorporating new supports for the digital era through technological progression, and infusing digital rhetoric that supports the traditional canon and direction. AI does not replace learning, rather it supplements it.

The future of creative writing integrates all literacy tools, including AI, in a structured manner as educators prepare students to adapt to the technologies of their time, enabling them to critically think about their words as creative writers. Creativity is not flat, rather it is visual as it explores all forms of language from images to sounds and words to touch. Digital does not replace writing, it augments the learning through utilizing diverse platforms for a liberal arts education. Incorporating new literacies into

the field of creative writing offers equity and provides digital affordances, educating students as we prepare them for real life. Utilizing multimodal resources: The Pechakuchca, Padlet, Prezi, radio essays, teaching the editing process through digital storytelling platforms, Netprov, the workshop are a few pedagogical strategies supporting all dimensions of learning through asynchronous online feedback leaves time and space for intentional feedback that is not spontaneous and can lack depth and thought, rumination, AI is a skill to learn and use for learning and will change certain aspects of writing going forward. Technology does not ruin literature— it expands literary thought and creativity and spurs critical thinking through the design process that is guided intentionally through digital rhetoric theory, grounding the practice as students learn digital citizenship.

Creative writing reaches other disciplines like the digital humanities, approaches issues within creative writing pedagogy—the way that creative writing is facing erosion of enrollments, only 10 years ago, very popular, less popular, more niche, reflects what you plan to do in the future: adapting to creative non-fiction, altering creative writing to an interdisciplinary approach. Creative writing has two subfields. First, the active writing process or in production works from students is a sub-process-oriented field approaching text as dynamic, unstable, works in progress, concerned with the process that is oftentimes viewed as vague or mysterious and informal emerging from an informal idea, experience, in large, process theory (Peary 31). From the common core to the elective model within education, creative writing became an option for students in composition classes as an elective. Barriss Mills states that purpose is missing from assignments in first-year composition courses (33). Process-movement: this crisis led to

freewriting and its importance: writer's block, new problems are constantly emerging in the field of English Composition, it relied on traditionalism and did not challenge the modern paradigm of composition studies. Process-oriented classrooms became essential in the minds of students as flat grammar rules were vital to composition studies. It could be grammar, or literacy, reading levels, humanity struggles with reading and composition, and what it truly means to be literate. The excessive focus on grammar and style combined with the fallacy that teachers assume students to be experts on their chosen in-class topics. The problem arose from hiring teachers not in the field of rhetoric and composition who were not invested in the field; instead they churned out literary scholars.

Training in scholarship and pedagogical theory. Rhetoric is rooted in language, oral, and written. The writing toolbox for students is filled with motives, intentions, situations, power, language, words, sentences, metaphors, and literary devices, which are all part of building literacy. Creative writing simply makes them fun to learn (Peary 23). Arguing that composition is founded on rhetoric makes writing concrete, philosophical forms, situationally. Creative writing deviates from the tradition, lending literary space for free-form expression, rendering novel fiction and high-quality poetry. Creative writing is an integral discipline allowing writers an interdisciplinary approach to history, social sciences, and the arts. Creative writing versus composition writing differs throughout the process as one is guidelines-based while the other is an in-progress process. Creative writing esteems imagination, curiosity, inspiration, ideas, evoking the senses, and literary freedom. Composition is traditionally founded on the rhetorical canon firmly grounded in traditionalism.

Today, technological advancements have altered the landscape for English composition. Prose and poetry are adapting to digital literacy technologies, acknowledging today's expanding media ecology and digital rhetoric, which provides a framework for media literacy through sound reasoning and logic, along with these fluctuations, which lead to play and agency in student learning as they explore on their own time new technologies they come back to the classroom and report on as online activity has become the norm. New media give rise to new modes of communication, allowing for global literacy to emerge in a new form of communication. This change encompasses prose and poetry to form new relations through multimodal expression in literacy and changes in teaching pedagogy. Modern students face copyright law issues and information-polluted landscapes in the digital era, where digital rhetoric theory, since digitality has fully assimilated in the span of thirty years, "postdigital" is beyond the norming stages. Digital culture is a combination of technical processes, cultural forms, and artifacts that change and shift with the culture, and immersive experiences (Cook 165). Through educating students on writing tools of literacy, they will become defamiliarized with these technologies that have undergone several iterations.

Educators familiar with the many layers within the digital infrastructure are apt to teach these literacy tools and technologies, affording students a well-rounded liberal arts education, setting students up for success. Digital literacy emphasizes the "instant gratification" society, while the rhetorical canon remains grounded historically through writing as timeless, rooted in nature and humanity's senses, as students shift between consumers and producers of curating information with a global audience, bringing a civic responsibility in their work. From the classical haiku or sonnet to free-form creative

writing, students will experience an array of poetry. Introducing students to print-based and digital writing camp activities, students will breaking free from writer's block and tearing down inner prejudices about their writing, we begin incorporating multimodal culminating projects, and as they begin to draw upon their senses, we continue to surround students with an intentional collection of ideas, offering options for writing prompts that align with educational outcomes, and then continue aiming them in a specific direction to guide their assignments. Creative writing affords students opportunities to explore knowledge, break boundaries, and collaborate on epistemological affordances, keeping up with the newest technologies while remaining steadfast in tradition.

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