University of West Georgia
English 2060 (Introduction to Creative Writing)
Spring 2018, Section 03
Monday/Wednesday: 3:30-4:45 PM (Humanities 228)

Laura S. McKee
Email: lmckee@westga.edu
Office phone: 678-839-4965
Office Hours: Appointments are strongly encouraged for both on campus and electronic meetings. Please email me at least twelve hours in advance to schedule a meeting.
On campus (TLC 1112-C): Mon. & Wed: 8:15-9:25 AM, 12:30-1:45 & by appointment
Electronic (email & phone/Google Hangout by appt): Tues.: 11AM-4PM

Required Texts:
1) Misc. readings (poems, stories, essays) posted in CourseDen (These readings will be our primary textbook. You must print these readings from CourseDen and bring to class when assigned and keep in course folder.) (Budget for printing: $20-25)
2) Bird by Bird: Some Instructions on Writing and Life by Anne Lamott, ISBN: 978-0385480017 (cover price: $16)
3) Diary of Our Fatal Illness by Charles Bardes (free copy to be provided by The New Georgia Arts Collaborative)

Course Description:
• An introduction to the art of creative writing—from learning the elements involved in literary production, to gaining the critical skills necessary in assessing works by established authors, to crafting one’s own literary artifacts
• A study of the process of creative writing from a wide range of historical and cultural examples
• An investigation of the convergence of creative production and critical thinking
• An appreciation and understanding of the connections between personal experience and creativity, and the reception of literary arts in the public domain

Course Goals:
• Students will demonstrate familiarity with a representative selection of creative-writing strategies important in the formation of contemporary poetry, fiction, screen- and playwriting, and creative nonfiction
• Students will closely examine the processes by which creative writers produce literary artifacts in a wide range of cultures and historical circumstances
• Students will demonstrate an understanding of multiple literary genres and schools of reception in writing projects that contain both critical and creative elements
• Students will put into practice, through various creative assignments including literary calisthenics and sustained journal entries, the creative-writing processes and conventions introduced by the course

Program Goals:
• Students will be able to recognize the place of creative writing, and its various modes of production, in the shaping of individual identity and larger cultural realities
• Students will come to discern how creative writing is shaped by critical awareness and varying historical contexts
• Students will learn to draw meaningful connections between the fine art of creative writing and a range of university disciplines including psychology, sociology, political science, and other programs within the humanities
• Students will be able to apply their acquired skills to a range of personal, work, and social situations
This course fulfills one of the departmental requirements for the completion of the creative writing minor
This course broadens students’ desire and ability to take pleasure in their encounters with literature

Grade Assessment for works of Creative Writing: Each of the formal assignments submitted for instructor feedback will be graded in 3 areas:

1) Originality, creativity, and intellectual/emotional depth (40%)
2) Fulfillment of all assignment guidelines and evidence of revision through multiple drafts (often building from weekly writing assignments) (30%)
3) Grammar and mechanics (30%)

Materials Needed for Class:
1) Notebook for lecture, discussion notes, and reading journal (you should have 1 notebook designated for this class)
2) Folder for class handouts & readings printed from Course Den
3) Pencil or pen
4) Stapler (I won’t provide stapler; recommend purchasing small, travel-size stapler.)

Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment/Assessment Tool</th>
<th>Description</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Thoughtful participation in classroom and small group discussions as well as completion of in-class writing exercises, regular attendance, and arriving to class on time. Most importantly, always come to class having completed all syllabus reading and assignments for that day. (Assignments are due the day listed) Students must also attend at least one UWG English Dept./Creative Writing program reading &amp; submit a Reading Journal Entry in response. (dates TBA)</td>
<td>10%</td>
</tr>
<tr>
<td>2 Poems</td>
<td>2 pages</td>
<td>20%</td>
</tr>
<tr>
<td>2 Short Fiction Pieces</td>
<td>5-7 pages total</td>
<td>25%</td>
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<tr>
<td>1 Creative Nonfiction Essay or Hybrid Project</td>
<td>3-5 pages</td>
<td>15%</td>
</tr>
<tr>
<td>Final Revision Portfolio/Project &amp; Portfolio Reflection</td>
<td>Portfolio of revised major assignments, plus letter detailing revisions made to each piece and the reasoning behind those changes, as well as how they critically engage the texts we studied this semester.</td>
<td>15%</td>
</tr>
<tr>
<td>Quiz/Homework/Weekly Writing Assignments/Reading Journal/Written Workshop Feedback Average</td>
<td>To include both scheduled and pop quizzes on reading assignments from syllabus, as well as terms reviewed in class. Quizzes &amp; homework checks cannot be made up. This is another reason regular attendance is crucial. I will, however, drop your lowest grade from this category at the end of the term.</td>
<td>15%</td>
</tr>
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Email Policy: Please email me only from your UWG account. Though I will often reply much sooner, please allow 24 hours for a response during the week (48 hours over the weekend), before sending a follow-up email. Email is another opportunity to practice good writing techniques—always include a greeting (Dear, Hello, Hi Ms. McKee) and a closing with your name. Also, be sure to proofread for clarity, spelling, and grammar. Remember: well-written, courteous emails will get you far in life, and are MUCH more likely to receive prompt replies.
Attendance/Lateness Policy: You may miss class up to 3 class sessions without penalty, no questions asked. Use these days wisely. After the 3rd absence, you MUST provide documentation (doctor’s note, death of immediate family member, legal reason etc.) Missing class for work, transportation issues etc. are NOT excusable absences. This is why you should use your freebies wisely over the semester. For every unexcused absence after the initial 3 freebies, 10 points will be deducted from your final participation grade. Arriving late or leaving early will count as a ½ absence. If you miss class, you need to check Course Den for any important announcements or adjustments to the syllabus.

Disruptive Behavior Policy: Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.

Department Paperless Policy: As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

Plagiarism & Excessive Collaboration Policy: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course.

By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

Role of the Writing Center: The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center online at http://www.westga.edu/writing.

Laptop Policy/Cell Phone Policy: You are allowed to use laptops to take notes and for in-class writing exercises. However, you may only have word processing programs open during class (i.e. Word)—in other words—absolutely no Internet usage during class. Be honest with yourself—if you can’t resist the temptation to check email or Facebook, don’t use your laptop or have your cell phone in sight. (Violations will significantly impact your participation grade.)

Cell phone use is NOT allowed in class. Please make sure your cell phones are silenced and put away before class begins. Failure to do so will impact your participation grade as above. This includes, texting, email, surfing the web, or taking photos in class (not allowed without instructor permission. See additional info. under “Taking Notes” below). If you’re looking at your lap, I pretty much assume you’re texting.

Quizzes & Homework Checks: Quizzes will consist of both scheduled and pop quizzes; homework checks will generally be unannounced. Pop quizzes and homework checks can, under no circumstances, be made up. This is another reason it is absolutely imperative you come prepared to every class and that you attend regularly. I will, however, drop your lowest quiz/homework grade at the end of the semester.

Reading & Journal: The reading journal will consist of both homework and in-class writings designed to hone your critical reading skills. These entries may be handwritten or typed, but need to be kept together over the course of the semester. For some entries, I will provide specific prompts; for others, I will let you direct the focus of your response. Each reading journal entry should be a minimum of 2 well-developed paragraphs.
**Taking Notes:** Learning to take comprehensive detailed notes is an absolutely critical skill for your college years. You are expected to take notes throughout every class session, and your notes should include key points and ideas raised in our conversations about the texts as well as my lectures and visual presentations. If you miss class for any reason, it is your responsibility to obtain a set of notes from a classmate—I do not provide my students with my lecture notes, nor do I post lectures on Course Den. It’s fairly easy to record notes from PowerPoint presentations, but you need to practice synthesizing and summarizing information transmitted through spoken lectures and class discussions as well. That said, if you ever need an idea or concept repeated or clarified, don’t be afraid to ask!

**Workshop & Peer Feedback:**
Because writing is a solitary enterprise, there is a long tradition of writers sharing their work. Workshops are an invaluable opportunity for you to “overhear” a reader’s reaction to your writing and to practice your own critical reading skills. Workshops strive not to fix or criticize a text, but rather to consider how certain structural choices affect the reader’s experience. Above all, it is important to be respectful and to base your responses to a text in terms of structure.

Over the course of the semester, each student will submit two-three pieces to be discussed in both full class and small group workshops (both in class and/or online via CourseDen). Each group will include 4-5 students and every student will need to provide both written and conversational feedback on every piece submitted within the group. (Detailed instructions to be posted in CourseDen before each workshop session).

**Technology & CourseDen:** We’ll use technology to enhance the experience of the classroom, including online lectures, discussions, and assignment submission. CourseDen is the primary space for our online dialogue, and I’ll communicate frequently via this platform. All of our written materials (handouts, syllabus, assignment sheets etc) will be housed here as well. You should aim to check into CourseDen daily, and always check for announcements if you miss class.

**Submitting Assignments:** All formal, written assignments should be submitted in hard copy to me at the beginning of class on the due date as well as electronically in the Course Den dropbox folder. Assignments must be submitted in both formats and by the deadline.

**Late Assignments/Extra Credit:** 10 points will be deducted for class session late (unless for an excused absence with written documentation—see above). Don’t miss class because you haven’t finished an assignment—you don’t want to fall further behind by missing class, and you’ll receive the deduction either way. Keep in mind, however, that I will not accept assignments more than 7 days late. No exceptions. On occasion, I will offer extra credit opportunities for students who volunteer their writing for class discussion/group workshop. However, in general, no extra credit will be offered.

**Plagiarism Policy:** Plagiarism will not be tolerated and is defined as using another’s words OR ideas (in whole or in part) without giving credit through proper documentation. If plagiarism is suspected, the instructor reserves the right to submit a student's work to Turnitin.com, a plagiarism detection service. Any plagiarized work found in a student paper will result in an automatic F for that assignment and potential UWG disciplinary action. For more information on UWG policy on plagiarism, see [http://www.westga.edu/writing/index_153.php](http://www.westga.edu/writing/index_153.php).

**Grading Scale:**

A 90 – 100 (Excellent); B 80 – 89 (Good); C 70 – 79 (Fair); D 60 – 69 (Poor); F below 60 (Failure)

**Grading summary with the letter to numeric scale:**

In-Class Essay: 4=95%; 3=90%; 2=85%; 1=80%; 1/2=78%; 1/3=75%; 2/3=72%; 2/4=68%; 3/4=65%; 3/0=62%; 0=50%

Out-of-Class Essay: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50%
Confidential Discussions:
The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link here: http://www.usg.edu/policymanual/section4/C327/)

As of July 1, 2016, all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus. Here is the UWG Title IX website: https://www.westga.edu/hr/title-nine.php. For a definition of sexual misconduct see here: https://www.westga.edu/student-services/health/sexual-misconduct-policy.php. What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too. Here is the contact list:

**HEALTH SERVICES** 678-839-6452

**COUNSELING CENTER** Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: counseling@westga.edu

**PATIENT /VICTIM ADVOCATES** 678-839-0641; 678-839-5338 (after hours 678-839-6000)

(This one is not confidential, but you should have it) **UNIVERSITY POLICE** 678-839-6000 (96000 on campus)
Course Schedule

Unit 1: Poetry, Imagery, & Figurative Language

**WEEK 1** (1/10 is last day to drop class with refund)
Mon./1-8: Introduction to course, syllabus, & class procedures

Wed./1-10: Figurative Language, Intro. to poetry analysis, in-class writing (using figurative language to describe an image)
Read: “A Blessing” by James Wright (in-class handout) & course policies in syllabus

**WEEK 2** (8/15 is last day to add or reinstate class)

Mon./1-5: MLK Holiday: NO CLASS

Wed./1-7: Intro to poetic structure and devices; in-class writing
Read: Poetry handout 1 (in class), *Bird by Bird* (chapters TBA)

**WEEK 3**

Mon./1-22: Poetry ctd.; Revision Strategies
Read: Poem Handout 2 (link in Course Den); Bird by Bird: “Introduction” and “Getting Started” (xi-15)
Due: Reading Journal Entry in response to 1 poem from reading & one of the ideas from Lamott

Wed./1-24: Imagery; in-class writing
Read: Poetry Handout 3; Bird by Bird: “Short Assignments” (16-20)
Due: *Poem #1, Reading Journal Entry in response to 1 poem from reading

**WEEK 4**

Mon./1-29: Ekphrastic poetry
Read: Poetry Handout 3 (link in Course Den)
Due: Reading journal entry in response to one poem from reading

Wed./1-31: Mythology, History, & Personas in Poetry
Read: Poetry Handout 4 (link in Course Den); Bird by Bird: “Shitty First Drafts” and “Perfectionism” (21-32)
Due: Reading journal entry in response to one poem from reading

**WEEK 5**

Mon./2-5: Poetry Workshop
Due: *Complete Draft of Poem 2 (bring 4 copies to class) (Will count as quiz grade)

Wed./2-7: Poetry Workshop
Due: TBA

**WEEK 6**

Mon./2-12: Poetry & Narrative: Poetry Workshop
Read: *Diary of our Fatal Illness*
Due: Reading Journal

Wed./2-14: Poetry & Narrative; Diary of Our Fatal Illness ctd.
Read: TBA
Due: **Final Draft of Poem 2 (with one paragraph revision reflection)**
Unit 2: Fiction & Narrative

WEEK 7
Mon./2-19: Intro to Fiction, Character, Point of View; Developing Character Sketch
Read: Fiction Handout TBA, Bird by Bird: “Character” (44-53)
Due: TBA
“**Reading with poet Charles Bardes Tuesday, 2/20, Kathy Cashen Hall at 6:00 PM

Wed: 2/21: Character ctd.
Read: “Costello” by Jim Gavin (link in Course Den)
Due: & Reading Journal entry in response to Gavin

WEEK 8: ***Last Day to Drop Class with a W is 2/28
Mon: 2-26: Character ctd.; Setting;
Read: Green World’ by Sherman Alexie (handout in Course Den); Bird by Bird: “Set Design” (74-84)
Due: Reading Journal Entry in response to Alexie; Draft of Character Sketch (bring typed, bring 3 printed copies to class)

Wed.: 2/28: Setting ctd., Story vs. Plot
Read: “My Grandmother Tells Me this Story” by Molly Antopol (link in Course Den); Bird by Bird: “Plot”54-63
Due: Reading Journal Entry in Response to Antopol

WEEK 9:
Mon./3-5: Fiction ctd.
Read: Bird by Bird: “Plot Treatment” (85-92)
**Due: Final Draft of Character & Setting Sketch (Short Fiction piece 1) (submit hard copy with draft of character sketch)

Wed./3-7 : Writing/Reading Day**(CLASS WILL NOT MEET)
(I will be at a work conference Wed.-Fri.)

WEEK 10:
Mon./3-12: Fiction Workshop
Due: TBA

Wed./3-14: Fiction Workshop
Due: TBA

WEEK 11: SPRING BREAK
Mon./3-19: NO CLASS

Wed./3-21: NO CLASS

WEEK 12:
Mon./3-26: Fiction Workshop
Due: Complete Draft Short Story (no more than 5 pages, double-spaced or 1500 words; bring 2 copies to class)

Wed./3-28: Fiction Workshop
Read: TBA
Due: TBA
Unit 3: Creation Nonfiction & Hybrid Forms

WEEK 13
Mon./4-2: Intro to Nonfiction
Read: *Bird by Bird* & Nonfiction handout: TBA
Due: TBA

Wed./4-4: Nonfiction ctd.
Read: TBA
Due: TBA

WEEK 14
Mon./4-9 Hybrid Forms & Social Justice Writing
Read: excerpt from *Citizen* and Social Justice Writing Handout (Course Den)
Due: Reading journal in response to *Citizen; Bird by Bird* “The Moral Point of View” (103-109)

Wed./4-11: English Honors Day Ceremony at 3 PM: NO CLASS

WEEK 15
Mon./4-16 Draft Workshop
Due: **Essay or hybrid piece**

Wed./4-18: Developing and Revising your final portfolio
Read: *Bird by Bird* TBA
Due: TBA

WEEK 16
Mon./4-23 In-class Reading Part 1; Revision Strategies
Due: TBA

Wed./4-25: In-class Reading Part 2, The Writing Life, Course Evaluations
Read: *Bird by Bird* TBA

WEEK 17:
Mon./4-30: How to Publish?, Next Steps as a Writer! (LAST CLASS)
**Final Portfolio & Reflection Due**

**Exam Week: NO CLASS**
As your portfolio serves as your final exam, we won’t meet this week

***This syllabus is subject to change. The instructor reserves the right to make changes and/or adjustments to assignments, readings, and/or due dates as deemed necessary for the success of the class. If you miss class, it is your responsibility to check Course Den for any announcements or revisions to the course schedule.***