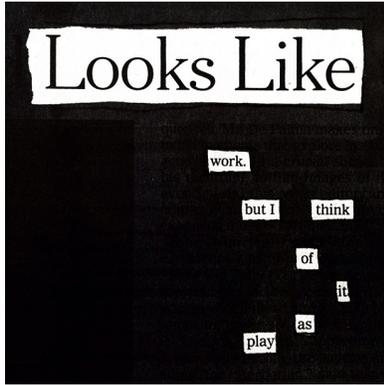


Introduction to Creative Writing

English 233 x 005 Fall 2016 CRN: 31116
TR 9:30 – 10:45 in Lapham Hall 258

Jenni Moody jmoody@uwm.edu
Office Hours: Tuesdays, 2:00 – 3:00PM, Curtin 588



COURSE DESCRIPTION

“Whether your purpose for writing is artistic expression, communication with friends and family, the healing of the inner life, or achieving public recognition for your art - the foundation is the same: the claiming of yourself as an artist/writer and the strengthening of your writing voice through practice, study, and helpful response from other writers.”

- Pat Schneider, *Writing Alone and With Others*

Introduction to Creative Writing is a workshop-based class designed to introduce students to the craft of poetry and fiction writing. Writers will learn to read and discuss published works, and then transfer these skills into both the composition of their own creative pieces and the discussion of their peers' work.

We will engage in serious play, and discuss the role of work/play in the creation of literary pieces. We will discuss silence – what is said, what is not said, what speaks in the piece as a result of each.

Writers will engage with other writers – their peers, published authors, and editors. At the end of the semester, students will complete the cycle of writing by sharing their work with others.

PREREQUISITES

Students enrolled in this course need to have earned a grade of C or better in English 102 or have received a score of 4 on the EPT. If you do not satisfy either of these prerequisite requirements, please see me immediately.

IMPORTANT DATES

<i>September 6:</i>	First day of class
<i>October 3:</i>	Last day to drop course without a W on record
<i>October 28:</i>	Last day to drop course with a W on record
<i>December 13:</i>	Final Portfolio Collection

REQUIRED TEXTS

- ❖ *The Practice of Creative Writing*, 2nd Edition by Heather Sellers (ISBN: 978-0-312-67602-5)
- ❖ Subscription to *Ninth Letter* through the community of literary magazine and presses (clmp)'s Lit Mag Adoption Program. Login information to order a subscription at a discounted rate will be given during class. (\$13)
- ❖ Printed copies of your classmates' work (around \$20)

REQUIRED MATERIALS

- Notebook for in-class writing
- Pens or pencils for in-class writing
- Highlighters for active reading of texts and revision exercises

ADDITIONAL REQUIREMENTS

- Regular access to a **computer** with a compatible word processor (.doc or .docx), the internet, and printing capability. The library can provide all of these services.
- Regular access to **D2L (Desire 2 Learn)** - <http://d2l.uwm.edu/> - This is UWM's web-based online course management system. You will be expected to access course materials and submit assignments through this website.

ATTENDANCE**Attendance**

- ❖ There are **no excused absences** and no exceptions to this policy.
- ❖ You are only allowed **four absences** during the course of the semester before you automatically fail the class.
- ❖ More than **two absences** will result in a 4-point penalty (per absence) on your final grade.
- ❖ Arriving more than **15 minutes** late or leaving the class early will count as an absence.
- ❖ You are responsible for obtaining copies of any work distributed and/or notes for classes you have missed.

Workshops

Missing workshops, especially if it is on the day your work is to be discussed, will significantly impact your grade.

ASSIGNMENT POLICIES**Late Work**

I will not accept late work. If you are unable to attend class please email me your assignment before, not during or after class.

Academic Honesty/Plagiarism

Students will be held to the highest standards of honesty. Presenting someone else's work as your own is always unethical and, at times, illegal; conversely, allowing someone else to use your work is also academically dishonest. The university takes plagiarism very seriously. Willful plagiarism may result in failure of the course, suspension, or even expulsion from the university.

GRADING

25%	In-class Assignments, Attendance, Participation, and Preparation
25%	Writing Assignments and Workshop Pieces
25%	Peer Feedback and Workshop Engagement
25%	Final Portfolio

Students should aim to follow these best practices**In-class Assignments, Attendance, Participation, and Preparation:**

- Read the assignments on time and be prepared for class discussion
- Be thoughtfully engaged in group work
- Give your best effort during in-class writing
- Attend class regularly and arrive on time

Writing Assignments and Workshop Pieces

- Complete all writing assignments
- Complete a full short story and three poems for workshop, utilizing specific craft methods we have discussed in class to achieve a desired effect on the reader
- Post the workshop piece to D2L by the stated deadline

Peer Feedback and Workshop Engagement

- Read each piece of writing submitted to workshop twice
- Make marks on a physical, printed copy of the piece
- Type a one-page letter using specific language and craft vocabulary to describe to the author your reading experience – both what was effective and your suggestions for change
 - Bring two copies of your letter to class – one for the author and one for me

Final Portfolio

- Revise one story and three poems thoroughly, thoughtfully, and with attention to detail
- Write an artist's statement placing your work in relation to the authors we have read this semester, describing your personal writing style, and providing specific examples of changes you have made in your writing based on workshop feedback.
- Choose one piece from your portfolio for inclusion in a class chapbook and write a brief biographical statement
- Submit one piece of writing for publication in a literary journal

All policies stated in this syllabus are subject to change.
Students will be promptly notified of any revisions.

Extra Credit: Live Reading Responses

Throughout the semester I will announce local reading events both in-class and on D2L. In order to obtain extra credit, you must attend the event and then write a response following the guidelines below.

- ❖ Each response will increase your final letter grade by **2 points**. During the semester you may attend up to five fiction or poetry readings in the Milwaukee community. I will announce these events as they are about to occur during the semester.
- ❖ **A few days beforehand:** Obtain a flyer, brochure, or any other material offered, and read about the visitor. Read some work by the writer online, and talk about it with friends, or make some notes. Find an interview with the author or a YouTube video. What is this person like? What's this work like? What's interesting or unusual about it? Get a sense of the flavor. Make notes, and then begin your write-up in advance. Include these preliminary reactions and your reading notes in your write-up. Attach the interview or sample works to your assignment.
- ❖ **Ten minutes beforehand:** Arrive at the venue. Get out your notebook. Notice the atmosphere. Take some preliminary notes in the reading space. What's the place like? Practice your image and description skills: Can you get down something interesting for each of the five senses? Now, tune your ear. Eavesdrop. Write down some snippets of conversations you hear around you.
- ❖ **During the reading:** When the reading begins, listen as closely as possible but don't worry if you space out – it's hard to concentrate on a live reading, especially if you don't practice this kind of listening skill very often. Take notes as the reading progresses. Write down images or words that catch your attention. The names of characters if you catch them. Lines or word combinations that catch your interest – note these in your notebook.
- ❖ **After the reading:** If you feel comfortable, go up to the author at the book-signing table and make one comment about the reading or ask a question about their writing process.
- ❖ **Writing the assignment:** Write up a detailed description of your experience (2 double-spaced pages) as an audience member and your thoughts on what the reader is trying to attempt in their performance.

These can be turned in at any time during the semester but are due by the last day of class.

CLASSROOM POLICIES

Accommodations

If you have a chronic health condition or disability that may affect your ability to meet any of the requirements of this course, you must bring me a VISA form completed by a counselor from the Accessibility Resource Center within the first two weeks of class. Together with the ARC, we can then establish a plan that enables you to meet the goals of the course. Students with conditions that are not documented by the ARC at the beginning of the semester will not receive exemptions from any course policies.

Cell Phones

Receiving or sending communications via cell phone – of any kind – is distracting and disrespectful to your instructor and your fellow students. Please silence your cell phones and keep them stowed for the duration of class. If you have a unique situation wherein you need to be contacted during class for a serious reason, please notify me at the beginning of class; I will allow you to step outside to take your call.

- ❖ **Use of cell phones during class will lower your participation grade and have a strong impact on your final grade for the semester.**

Computers

Computers are allowed in class only on studio days and only during designated studio times. Class computers are not allowed during most class sessions, and use of one will lower your participation grade. If you have a special requirement for using a computer during class, please provide a PASS sheet to me at the beginning of the semester.

- ❖ **Use of a computer during non-designated classtime will lower your participation grade and have a strong impact on your final grade for the semester.**

A NOTE ON COMMUNICATION

If you are having difficulty with any area of the class, or just have a question about an assignment, please email me or talk to me during my office hours. We will have an opportunity to discuss any issues during the individual conferences, but you don't have to wait until these meetings if you need to talk to me right away. I also try to arrive to class early in case anyone needs to discuss a problem. After each class you are welcome to ask any questions; we may need to move the conversation from the classroom to my desk to make room for the next class coming in, but don't be afraid to talk to me as I pack up and wipe off the board.

The best way to reach me is by email at jmoody@uwm.edu. While I try to respond to emails as quickly as possible, you are most likely to receive a helpful response if you email your question to me at least a day prior to when your paper or assignment is due. If you email me in the morning the day an assignment is due then it is probable I will not be able to read it and respond in time.

In return, it is your responsibility to check your university email at least once each day for important reminders and information. This way we can keep the channels of communication open and have productive class meetings.

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GENERAL EDUCATION REQUIREMENT STATEMENT

This course meets GER Arts requirements as outlined in the University of Wisconsin-Milwaukee Faculty Document No. 1382 ("GER Composite Document"), Section 4.1b. As a GER Arts course, this course addresses “a branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.” To satisfy the GER Distribution Requirements for the Arts a course must: “1) demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art; and either 2) apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art; or 3) compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.” English 233 will satisfy criteria 1) and 2).

English 233 will focus on two of the five Shared Learning Goals the University of Wisconsin System has identified for its GER courses—Critical and Creative Thinking, and Effective Communication Skills—in pursuit of the following **learning outcomes** which the department and creative writing program have identified: **students will be able to produce an original creative work that reflects thoughtful, informed engagement with its literary genre.** Students’ achievement of this outcome will be assessed through review of their final portfolio. In addition to the letter grade that will contribute to the student’s final grade in the course, each portfolio will also be assessed using the following scale:

1 = work is cliché or not original and does not reflect thoughtful, informed engagement with its literary genre;

2 = work is not original, but attempts, unsuccessfully, thoughtful, informed engagement with its literary genre;

3 = work is a mixture of cliché and original work, and attempts, with mixed success, thoughtful, informed engagement with its literary genre;

4 = work is largely original and largely successful at thoughtful, informed engagement with its literary genre;

5 = work is highly original and highly successful at thoughtful, informed engagement with its literary genre.

While numeric scores will not be used to calculate student grades, they will be averaged and used to determine how well 233 has met its objectives and learning outcome goals, and what, if anything, needs to be altered when the course is next offered.

SYLLABUS ADDENDUM: CREDIT HOURS

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a **traditional, or face-to-face** course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an **online** course, you will spend a minimum of

- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a **hybrid** course, you will spend a minimum of

- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf.
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at <http://www.uwsa.edu/acss/acps/acps4.pdf>.

OTHER IMPORTANT INFORMATION**Writing Center**[\(http://www4.uwm.edu/writingcenter/\)](http://www4.uwm.edu/writingcenter/)

I highly encourage you to attend the Writing Center; the consultants there are extremely helpful to all writers. Whether you consider yourself an expert or you are a bit insecure about your abilities, consultants are always there to make the process of writing easier.

From the UWM Writing Center's webpage:

"The Writing Center is open to all writers on campus, freshman through graduate students and even faculty, to meet one-on-one with a highly qualified and well-trained tutor to discuss any kind of writing project at any stage of the project. All majors, subjects and skill levels are welcome."

Please view the Writing Center website for hours, locations, and contact information.

Instructor Presence in Writing Center

This semester I will be a tutor in the Writing Center. Due to Writing Center policies, I am not allowed to tutor you in the Writing Center. When scheduling a tutoring session, you may also wish to choose a time when I am not in the Writing Center, so that you may speak candidly to your tutor about any questions or problems you are having with your writing. I've provided my Writing Center tutoring schedule below:

Mondays – 11:30 – 2:30pm – Library location

Wednesdays – 5 – 7pm – Library location

ESL Students

If you grew up speaking a language other than English, you can fulfill your English writing requirements in English as a Second Language (ESL) courses. Please contact Amy Shields at grisk@uwm.edu during the first week of class.

Religious Observances<http://www4.uwm.edu/secu/docs/other/S1.5.htm>

If you will miss class due to your sincerely held religious beliefs, please notify your instructor within the first three weeks of class of the specific days or dates on which you will request to relief from an academic requirement.

Students Called to Active Military Service<http://www4.uwm.edu/academics/military.cfm>

Both the University of Wisconsin System and UWM have policies in place to accommodate students who must temporarily set aside their educational pursuits when called to active duty in the military. Outlined below are the key points. These special policy provisions apply only to students subjected to involuntary Federal Title 10 activations or transfers. These provisions do not apply to routinely scheduled training, voluntary enlistments, or other military service obligations which were already known at the time the student enrolled for the term in question.

Counseling/Psychology/Substance Abuse Serviceshttps://www4.uwm.edu/norris/mental_health/index.cfm

Life can sometimes get confusing or a little complicated. If you are having difficulties, or just feeling overwhelmed, get help. UWM has several resources that offer students counseling and support.

University Policies

For more specific university policies, visit: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

All policies stated in this syllabus are subject to change.
Students will be promptly notified of any revisions.

CAMPUS SUPPORT**Accessibility Resource Center**<http://uwm.edu/arc/>

If you work with an advisor at the Accessibility Resource Center (ARC), please bring your VISA to me during the first two weeks of class for us to determine how to best accommodate your needs in our class. If you are concerned that you may have a learning disability, visit the ARC office in Mitchell Hall 112.

Health/Counseling/Substance Abuse Services<https://www4.uwm.edu/norris/>

Life can sometimes get confusing or a little complicated. If you are having difficulties, or just feeling overwhelmed, get help. UWM has several resources that offer students counseling and support. For more information on where to go to receive help or counseling, visit.

Sexual Assaulthttps://www4.uwm.edu/norris/mental_health/topics/sexual_violence.cfm

Sexual assault or abuse can be defined as any sexual contact that occurs without explicit permission or consent. This includes contact that occurs as a result of manipulation, coercion or when unable to consent as a result of drug or alcohol intoxication. If you or someone you know has been assaulted, you may contact a Norris Health Center Crisis Counselor at 229-4716.

Student Success Center<http://www4.uwm.edu/ssc/>

Located in Bolton 120, this is a great place to socialize with other students, attend events, and get all of your questions answered from how to seek out enhanced learning opportunities to exploring how to get involved in student organizations.

Office of Student Life<http://www4.uwm.edu/dos/>

Through its programs and services, UWM's Office of Student Life (OSL) provides a holistic approach to student development that includes social, intellectual, emotional, physical, and cultural growth. OSL models leadership, responsibility, service, and respect for diversity by providing a framework for purposeful and meaningful experiences that empower students to reach their full potential.

Women's Resource Centerhttp://www4.uwm.edu/wrc/wrc_interim/interim/index.cfm

The WRC enhances awareness and understanding at UWM of the diversity of women's lives and experiences, and the role gender plays in everyone's life. The WRC promotes and supports the health and well-being of women juggling school with other responsibilities, helps students to address their problems, recognize their individual and collective power, and achieve their full educational, career and personal potential at UWM and beyond.

LGBT Resource Center<https://sa.uwm.edu/lgbtrc/>

The mission of the Lesbian, Gay, Bisexual, and Transgender Resource Center at UWM is to connect with various student populations and the community at large by embracing the diversity of the UWM community; increasing the awareness, education, and presence of LGBT issues on campus; advocating for LGBT issues; and providing a safe space for all LGBT students and their allies.