

San José State University
English 71 (40383) Creative Writing Section 3

Fall 2013

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Office Hours: TTR 10:30-11:30 or by appointment TTR
Class Days/Time: 12:00-1:15
Classroom: Sweeney 414

GE/SJSU Studies Category: C2 Humanities and Arts, Letters

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description

Introduction to Creative Writing is a 3-unit, lower-division course designed, adopted, implemented, and administered by the Department of English & Comparative Literature at SJSU in accordance with the University's General Education Program Guidelines to fulfill Core General Education requirements in the Letters area of Humanities & the Arts. Good writers are avid readers and observers of the world. The focus of this class is on understanding how good writers write well. Hint: They exhibit a love of language and present a unique vision of the world. They are curious about how the world works. They write because they have something to say. We will be basically following the text I have required for this course, but you will also have other assignments that require sharpening your powers of observation and deepening your capacity for reflection.

The focus of this class is on writing. However, we study the tools other writers use in order to better articulate our own ideas in our own voices. This class is about giving you a set of tools from which to draw. I believe you will find them useful in ALL your writing.

Course Goals and Student Learning Objectives

GE/SJSU Studies Learning Outcomes (LO), if applicable

The Department of English and Comparative Literature has established the following Student Learning Objectives (SLO) for its baccalaureate courses, such as English 71: Students will demonstrate the ability to 1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric; 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature; 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject; 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively; 5) articulate the relations among culture, history, and texts.

GE Area C2 Letters Student Learning Objectives: SLO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns. SLO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses. SLO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

Course Objectives:

- Decipher and understand the form and content of assigned literary works;
- Comprehend the historical and cultural contexts of assigned literary works;
- Recognize the accomplishments of and issues related to writing by men and women representing diverse cultural traditions;
- Acquire through both individual and collaborative/workshop efforts of a written and oral nature the skills necessary for reading, discussing, analyzing, interpreting, and—most importantly—emulating and writing works of poetry, creative non-fiction, and short fiction;
- Communicate such skills with clarity and precision;
- Develop an appreciation of literary works as expressions of human intellect and imagination, and as representations of diverse human cultures;
- Develop the ability to write literary works that express intellect and imagination and that represent diversity in human cultures;
- Respond to literature through clear and effective communication in both written and oral work;
- Read and respond to texts with both analytical acumen and personal sensibility;
- Appreciate how literary works illuminate enduring human concerns while at the same time representing their particular cultures;
- Write works of poetry, creative non-fiction, and short fiction that are of interest and value to the writer, to other students in the course, and to a diverse reading audience.

Required Texts/Readings

Textbook

Sellers, Helen. *The Practice of Creative Writing*. Boston: Bedford St. Martins, 2008. ISBN: 9780312-76602

Required Course Material: Eli Review

You are required to purchase access to **Eli Review**, an on-line course tool that supports peer review and revision. **IT IS FREE TO OUR CLASS**. Your subscription lasts for 365 days and permits you to join/create an unlimited number of courses during that time.

Here's how to access our course in Eli Review:

- 1.) Point your browsers to <http://bedford.elireview.com>.
- 2.) Complete the **Sign Up** form.
- 3.) Click on **Student Home**.
- 4.) Click on **Account Settings** in the lower right screen under **Redeeming a Subscription Code?**
- 5.) Subscribe using one of the following methods:
 - a. If you purchased an access card in the bookstore, enter the Eli Subscription Code exactly as printed on the access card and then click the **Redeem** button.
 - b. If you want to purchase online, select **Buy Now** and complete the steps.
- 6.) Click on **Student Home**.
- 7.) In the Join a Course box, enter the course code exactly as it appears below:

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- 8.) Click Redeem Course Code.
- 9.) Click on the name of the course in your Student Home dashboard to complete your registration.

If you have trouble during the registration process, please call 1-800-936-6899 or e-mail tech support at techsupport@bfwpub.com.

CANVAS is the campus wide on-line system we will be using for everything EXCEPT peer reviews of work. Homework, journals, and portfolios are turned in to CANVAS. There, you will find a calendar of all assignments and all your grades. We will go over how both Eli and CANVAS work the first week of classes. If you are on the roster, you are already in CANVAS.

Other Readings

Reed Magazine

Other equipment / material requirements (optional)

We will be using the online peer review system at bedfordstmartins.com. This is the first time I have used this system. It will be a learning experience for all of us. I will also be using the campus-wide system, CANVAS.

Classroom Protocol

Cell phone and laptop usage are forbidden in class except during designated times. You need to be focused on your own work or the work of others during this class. That's what it's all about. Peer reviews are an essential part of this class, as is small group work. In

addition, such collaboration is 10% of your grade. We will discuss my expectations in class.

Adding and Dropping Classes: The last day to drop a class without a W grade is Tuesday, September 4. The last day for adding classes without a late fee, for registering late, or for requesting grade options is Tuesday, September 11. Information regarding the university policy on late drops can be found on the Academic Advising website at <http://www.sjsu.edu/aars/policies/latedrops/>.

Estimation of Per-Unit Student Workload: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

SJSU Writing Center: The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/>.

Learning Assistance Resource Center (LARC): The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

Peer Mentor Center: The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/asc/services/#peer>.

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

English Department Grading Policies: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students' GPA.

SJSU Academic Integrity Policy: Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Campus Policy on Compliance with Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

Creative writing is evaluated according to general standards used to determine how well a piece of writing *works*. These include: 1) Textual and/or technical competence and eloquence. 2) Imaginative risk. 3) Energy and freshness of language. 4) Effective use of metaphor and other forms of figurative language. 5) Clarity and precision of detail. 6) Capacity for mixed feelings and uncertainty. 7) Effective use of grammar, syntax, rhythm; also meter, rhyme, and other elements of poetic style and form. 8) Naturalness and believability. 9) Appropriateness of style to subject. 10) Compelling audience interest.

Readings of the Day are favorite brief selections chosen by students. That will happen at the beginning of each class. We will work down the roster. You should write a paragraph about why this piece appealed to you.

Type of Assignment	C=CANVAS P=paper E=Eli	Points
Homework writing exercises SLO 1,3, 4	(10) 10 pts. each C	100* part of final journal grade
In class and journal writing exercises SLO 1-5	(10) 10 pts. each P and C	100*

Quizzes SLO 3 and 5	(10) 10 pts. each P	100
Journal SLO 3-5	Weekly Journaling (Write. Use exercises in the book or online. 100), assigned journal writing (100, graded as submitted), homework (100, graded as submitted) C	300
Online Portfolio with work and commentary SLO 1-5	All final versions of your work in publishable form (Originals and revisions, graded as submitted) Report Reflections (4) C	450
3 Reflections (20 ea.) and 1 Final Assessment (40)		100
4 Poems two formal and two writer's choice SLO 1 and 3		100*
Short story or novel excerpt SLO 1 and 3		100*
Script or creative non-fiction SLO 1 and 3		100*
Report and Presentation SLO 1, 4, and 5		50*
Peer Reviews SLO 1,3,4,5		100
Participation SLO 1-5 (40) ROD (Reading of the Day) (10)		50

Course Number / Title, Semester, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	<p>Space out readings of <i>The Practice of Creative Writing</i>, pgs. 305-326 Listen to 2 or 3 poems from “Fooling with Words.” Have them do an exercise for each. Groups Discuss what you heard Expectations Discuss pg. 30 Portfolios and Journals Materials/media Food Reviews. Have them write, too. The meal they remember ...or last night. Dove, Briathwaite, Walcott, and poems (Academy DVD) and read/project Dickens, Steinbeck and Robinson as examples of great beginnings. ROD Poem of the Day About me in ELI</p>
2	8/27	<p>Lecture on the Basics Intro –What you See, What you Know, What you Would like to Know Apply following poems to the lecture Finish listening poems from DVD or listen again. McCourt video “Starting” site Bring a favorite poem or paragraph from a favorite work to share. Five copies. What gets your attention about this work? Pg. 32 Journal 1 Groups Read TPCW (<i>The Practice of Creative Writing</i>) , pg.1-20 FWW/Exercises from Instructor Resources Baraka, Barks, Clifton, Gonzalez, Garrison, Lim “About Me” due in Eli</p>
	8/29	<p>Homework 1 (HW1) Practice pg. 17 Imitate one aspect of the favorite work you selected. Focus on the beginning. Identify what aspect of this beginning you are seeking to emulate. Journal HW all HW goes in the journal at the end</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		In class Practice pg. 18 Journal 2 IC Lecture –Evaluating creative work- Voice and Details Lists, pgs. 32-39 Media McCourt “Voice and Storytelling” site TED talk Chimimanda Adichie 30 Indispensable Writing Tips From Famous Authors
	9/3	<i>TPCW</i> pg. 21-26 HW2 Select a short piece of writing (poem or paragraph from the book or not) that speaks in a voice you consider similar to your own in some way. Explain in three ways this person’s voice is similar to your own. Bring five copies to share. Also select a piece written in a voice very different from your own. Identify three ways this voice is different from yours. We will share these next time. Share in groups Listen to Poetry Academy tape. Print out five poems. Media Divakarunee “Voice in Academic and Creative Writing” site
	9/5	<i>TPCW</i> pgs. 26-32 Share “Different voices” Give each group one poem and have them respond to questions. Media Divakarunee DVD, Five poems
4	9/10	<i>TCPW</i> , pg. 32-40 Steinbeck Center visit Cannery Row Journal 3 What aspect of Steinbeck’s writing might you utilize yourself? Write an opening paragraph incorporating that aspect into your writing.
	9/11	“In the field”-Go to the train station, a café, or other public place. Choose a person and write about them. It may be first or third person in voice. Input your notes into the peer review folder.
	9/12	Task 1Peer review Share Quiz 1 (Q1) pg. 40
5	9/16	<i>TCPW</i> , pgs. 40-50 Practice the imitative poem in class pg. 47 Special Collections visit
	9/17	Journal 4 IC Sketch an idea for a poem you have written. What form

Week	Date	Topics, Readings, Assignments, Deadlines
	9/18	<p>would this take? An interesting book form, a short film, to music? How does the form support the meaning?</p> <p>HW3 Writing Project #11. You only need two parts of your life for this exercise. Groups You will be sharing this with the class and use it as a springboard for future work Media Poem as Screenplay (poets.org) Poetry Music and the Spoken Word (Poets.org.)</p>
6	9/24	<p><i>TPCW</i>, pgs. 66-78 and “Cathedral” Share material in class from your writing project homework. Task 2 Peer reviews Pairs Hispanic Poetry poets. org</p>
	9/26	<p>Lecture on building blocks Show <i>Hugo Cabret</i> clip and project book on screen Pg. 39 Practice as a class Pairs pg. 72 Q2 Three narratives pg. 75 Expand on one of the three narratives in a paragraph or short poem. Journal 5 IC</p>
7	10/1	<p>Poetry- Read all of the poems if you haven’t already In the field writing-Set up the music department rehearsal response or bring music Listen for images. Choose a piece of instrumental music. No lyrics. Include the title of the piece and the composer. What colors and shapes do the sounds take for you? Be descriptive. Journal 6 share <i>TPCW</i> pgs. 78-89 HW4 Practice pg. 80-81</p>
	10/3	<p><i>TCPW</i> pgs. 179-185 HW5 Practice 2 pg. 81 African American Poetry poets. org</p>
8	10/8	<p>Lecture on “Turns” pg. 87 <i>TPCW</i> pg. 90-113 (turns) Q3 Second practice, pg. 90 Asian poetry poets. org Journal 7 Take a line from one of the poems you read on poets.org</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	<p>10/10</p> <p>10/11</p> <p>10/12</p> <p>10/13</p>	<p>and “riff” on it. Bend it, repeat it, reshape it, just as a jazz musician would do. Play Charlie Parker.</p> <p><i>TPCW</i> pg. 117 -125 “Images” Scene from <i>Restoration</i> In class Groups Practice on pg. 123</p> <p>NOTE: You may use the recipes in Chapter 10 at any time for any creative writing for the portfolio.</p> <p>Poem 1 Formal poem due for review in Eli. You will revise all portfolio work based on my comments and the comments of your peers. That revised version goes in the final portfolio (Canvas) along with the original, but the revision and original also appear in Eli.</p> <p>Show Mary Joe Bang on poets. org Q4 Task 3 Peer Reviews</p> <p>Poem 1 revision version due in Eli</p>
9	<p>10/15</p> <p>10/16</p> <p>10/17</p> <p>10/18</p>	<p>In the field writing-Art SJSU Museum <i>TPCW</i>, pgs. 125-133 Poem 2 Formal due for review Small groups Groups pg. 136</p> <p>Task 4 Peer Reviews</p> <p>HW6 Practice 1 pg. 126 Q5 Bring paint chips. Journal 8 Write a short piece using color words. Use at least three colors you discovered in looking at the paint chips that you have never used in a piece, or perhaps, even heard of.</p> <p>Poem 2 Revised</p>
10	10/22	<p>Poem 3 Writer’s Choice due for Eli review Task 5 Peer Reviews</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Multi-media Presentations
14	11/19	Multi-media Presentations Task 9 Peer Reviews
	11/21	Thanksgiving Holiday
15	11/26	HW 10 You should have plenty of material from the holidays. Write a dialogue that without tension. Now, rewrite with tension. One page. Individual Readings Reflection 3 due Q9
	11/28	Portfolios due Put together the class publication Select pieces Choose order
16	12/3	Final Assessments due in Eli for peer review Task 10 Peer Reviews Chapter 9 Individual Readings Q10
	12/5	Individual Readings Final Assessments due
Final Exam		“Book” launch and party