

San José State University
English 71 (41592) Creative Writing Section 07

Fall 2014

Instructor:	Neli Moody
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Office Hours:	TTR 10:30-11:30 or by appointment TTR
Class Days/Time:	12:00-1:15
Classroom:	Sweeney 238
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/neli.moody/courses/eng71moody/>. You are responsible for regularly checking with the messaging system through mywritinglab, our virtual classroom.

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, Heather. *The Practice of Creative Writing, 2nd Edition*. Boston: Bedford St. Martins, 2013.

ISBN: 9780312-67602-5

Required Course Material: Mywritinglab.com

You are required to purchase access to **mywritinglab**, an on-line course tool that puts all you need into one convenient place. You will find all the assignments and see your grades instantly. We will go over all of this in class. All assignments, homework, creative writing and peer reviews are turned in to mwl. The only paper that passes hands in this class is hard copies of workshop poems, in class work, and quizzes.

Code:moody32755

Other Readings

Reed Magazine

Other equipment / material requirements (optional)

\$3 for the museum visit

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.

You may revise work after the due date and in preparation for the portfolio, so that I might see three or four versions of a poem instead of two.

Type of Assignment	Points	Total Points
Homework writing exercises SLO 1,3, 4 including ROD (Reading of the Day)	(9) 10 pts. Each (1) 10 pts.	100
In class exercises SLO 1-5	(10) 10 pts. each	100
Quizzes or tests SLO 3 and 5	(8) 10 pts. each (1) 20 pts.	100
Journal SLO 3-5	Weekly Journaling (Write. This is not graded or even seen by me.) Assigned journal writing (10) 10 pts. each	100
3 Reflections (25 ea.) and 1 Final Assessment (50)		125*
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*
Presentation SLO 1, 4, and 5		35
Peer Reviews SLO 1,3,4,5		40
Participation SLO 1-5		100

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>TPCW</i> pgs. 26-32
3	9/9 9/11	<p>HW3 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 two ways this person’s voice is similar to your own. It should be an element of writing style or philosophy. Bring a hard copy to share with a group. Also select a piece written in a voice very different from your own. Identify two ways this voice is different from yours.</p> <p><i>TCPW</i> pg. 32-40</p> <p>Journal 3 Write a short short story about luck or superstition. Keep it to short. You may choose to expand on this later. http://sits.sjsu.edu/curriculum-resources/pastures-of-heaven/index.html</p>
4	9/16 9/18	<p>Journal 4 “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. Who are they? What is happening to them in this moment, the one you are seeing? What happened before this moment? Include a beginning, middle and end.</p> <p>Quiz 1 (Q1)</p> <p><i>TCPW</i> pgs. 40-50</p>
5	9/23 9/25	<p><i>TPCW</i> pgs. 51-65</p> <p>Journal 5 Observe an object. Write about what you have discovered that you didn’t know before. Be detailed in your description, but remember this is a moment or snapshot. Even so, it has a beginning, a middle and an end. 250 words.</p> <p>You will be sharing this with the class and use it as a springboard for future work</p> <p>Discuss using guidelines on pg. 30</p> <p>Poetry Lecture Reading poetry Analyzing poetry</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		HW4 “Buying Wine” Answer questions on page 36 Journal 6 Writing Project #4 page 49
6	9/30	<i>TPCW</i> pgs. 66-78 and “Cathedral” pg. 102-113 Share material in class from your writing project homework. Hispanic Poetry
	10/2	<i>TPCW</i> pg. 55 Hispanic Poetry
7	10/7	Poetry- Read all of the poems if you haven’t already Exercise: Listen to the music being played. What colors and shapes do the sounds take for you? Be descriptive. Salgsite 2 due
	10/9	Q2 <i>TPCW</i> pgs. 78-89 HW5 Practice 1 pg. 80-81 African American Poetry
8	10/14	HW6 Practice 3 pg. 81 <i>In class 6 Practice 2 pg. 81</i> <i>TPCW</i> pg. 90-113 (turns) Asian Poetry
	10/16	Q3 Asian poetry poets. org Journal 7 Take a line from one of the poems you read on poets.org and “riff” on it. Bend it, repeat it, reshape it, just as a jazz musician would do.
9	10/21	<i>TPCW</i> pg. 117 -125 “Images” NOTE: You may use the recipes in Chapter 10 at any time for any creative writing for the portfolio. Poem 1 Formal poem due for review in mwl. You will revise all portfolio work based on my comments and the comments of your peers. That revised version goes in the final portfolio along with the original.

Week	Date	Topics, Readings, Assignments, Deadlines
		In class workshop 10
12	11/11 11/13	<p>Veterans Day Observed</p> <p>Short story due for Review TPCW pg. 179-185 and page 198 “Boys” HW 9 Practice 2 pg. 183 Groups Practice 1 pg. 183 “Boys” Reflection 1 due</p>
13	11/18 11/20	<p>SS Reviews due TPCW pgs. 205-215 Workshop</p> <p>Journal 10 Identify an incident that you would like to write about but would find it difficult to write about. What are the challenges in writing about that topic? What might you gain by writing about it?</p>
14	11/25 11/27	<p>Short Story Revised Reflection 2 due Workshop</p> <p>Thanksgiving Holiday</p>
15	12/2	<p>TPCW pg. 220-225 HW 10 Create a triangle for a potential story or poem. Explain the relationships. Remember, a triangle can express the tension in relationships between people or things, such as settings, or feelings. Q8 Script or nf creative writing due Test</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	12/4	<p>Reflection 3 due</p> <p>Portfolios due</p> <p>Presentations</p> <p>Salgsite 3 due</p>
	12/9	<p>Presentations</p>
	12/18	<p>Final Examination Day 9:30-12:00 THIS IS REQUIRED</p> <p>We will work on the book.</p>