

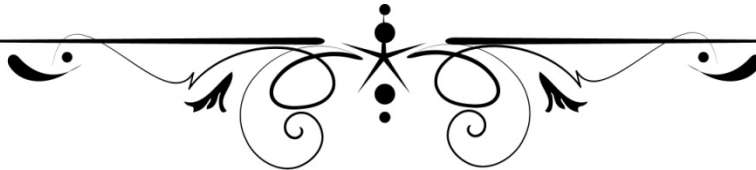
English 2307: Creative Writing I—Spring 2019
CRN#13604 / Mon-Wed, 11:00-12:20 / Alief-Hayes campus / Room C-424
Eva Foster

Email: eva.foster@hccs.edu / Office: Alief, Room C-317 / Phone: 713-718-5592

⇒EMAIL IS THE BEST WAY TO REACH ME⇐

Learning Web: <http://learning.hccs.edu/faculty/eva.foster>

Office Hours: Alief: Mon 3:30-4:30; Northline: Thurs 3:30-4:30; & by appointment
3-hour lecture course | 48 hours per semester | 16 weeks




Basic Needs Statement




Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Student Success for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

Course Materials

Required Texts

-  Online readings, various (I strongly recommend printing out readings for class or bringing them on a tablet/laptop rather using just a phone screen)

Materials

-  Ink pens for in-class writing (avoid pencil, please)
-  Lined notebook paper for in-class writing
-  A folder to keep papers in



Prerequisites, Outcomes & Objectives

Prerequisites

English 1301 or a satisfactory score on the CLEP exam.

Course description

Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama.

Student Learning Outcomes

Upon successful completion of this course, students will:

- Understand literary tropes and points of craft.
- Apply terms to specific examples and written exercises.
- Analyze representative works of published writers.
- Analyze and evaluate other students' works.
- Write creative works in a variety of genres.

English Program Learning Outcomes

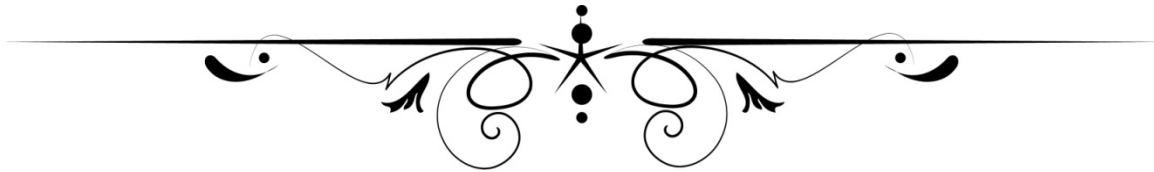
- Write in appropriate genres using varied rhetorical strategies.
- Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
- Analyze various genres of writing for form, method, meaning, and interpretation.
- Employ research in academic writing styles and use appropriate documentation style.
- Communicate ideas effectively through discussion.

Core Objectives

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication.

- **Social Responsibility**—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal



Assignment & Course Requirements/Policies

Minimum writing requirement

You will write a minimum of 6,000 words during the semester.

Grade Breakdown

This is how your grades will be weighted:

Professionalism & Class Participation	10%
Written Comments On Classmates' Work (Google Docs)	5%
Close Reading Essay / Special Project	20%
Midterm Writing & Homework Portfolio	30%
Final Writing & Homework Portfolio	35%

Grading scale

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

Assignment Info, Policies, & Requirements

Assignments must meet requirements as outlined in this document, verbally conveyed in class, *and* explained on assignment sheets. Assignments that do not meet requirements delivered in any of these ways will lose points. I also reserve the right to refuse to accept assignments that don't meet requirements.

Professionalism & Class Participation (10%)

Our class will reproduce in many ways a “real-world” work environment, and you will be expected to participate professionally—be on time and prepared, meet deadlines, do your fair share, and be polite. See below for specifics.

- Classroom Discussion
 - Participating in classroom discussion is absolutely essential in a creative writing course.
 - To receive maximum points, participate in every class or nearly every class with contributions that are on topic, show your familiarity with lecture material + assigned readings + your peers’ written work, and demonstrate respect for a diversity of viewpoints and identities.
 - *A word on respect:* Classroom discussion should be civilized and respectful to everyone (other students, me, and people of all identities and all reasonable viewpoints). What does that look like?
 - Pay attention when others are talking (other students or me), which means not talking or whispering to others when someone has the floor, disappearing into your phone, or otherwise distracting/disrupting.
 - When you are talking, use respectful language. That includes not using language likely to be perceived as racist, sexist, ableist, homophobic, or transphobic and not commenting in a disparaging way on anyone’s appearance (including people who are not in the classroom). It is possible to discuss all topics from just about any political point of view while adhering to this level of civility.
- Arriving late / leaving early
 - Aim for timeliness. If you come in late, you should check with a classmate after class to see what you may have missed. If you miss a quiz because of lateness, there is no make-up available. If you come in more than 20 minutes late, I reserve the right to mark you absent for the day. Routine, marked lateness will hurt your professionalism grade.
 - Expect to stay for the entire class. If you leave early, I reserve the right to mark you absent for the day. (If you need to leave early one day for a specific reason, I will likely make an exception if you notify me at the beginning of class.)
- Packing up
 - I’ll give you time to get to your next class. If I haven’t stopped by ten till the next session, remind me—I won’t be angry. In return, please do not begin packing up early. This is distracting and contagious. If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.
- Coming to class prepared: Being prepared means:
 - Reading and annotating materials before class so you are ready to discuss.
 - Bringing books or readings, paper, and pens to every class, along with any other required materials (e.g., draft worksheets with peers’ writing on workshop days). I may ask you to leave the classroom if you come without a way to access the readings or worksheets, and to return only once you have the materials.

- Contacting another student if you were absent last time so you can be prepared for the next class.
- *Readings* are online. Printouts of readings are the best way to experience the readings, annotate them, understand them thoroughly, and make sure you have access to them in class. I strongly recommend you print out the readings and bring a hard copy to class. ...That said, this is the 21st century. When printing out is not possible, make friends with PRINTFRIENDLY.COM, which will make any web reading into a tidy PDF file, and FOXIT, a great PDF reader that lets you highlight and draw on any PDF, even on your phone. This will allow you to annotate the readings to mark important words, add definitions, note stressed/unstressed syllables, etc.
- Annotating readings is important, whether you do it on paper or via a PDF reader. It will help you remember the readings and what you're learning from them, and aid you in being ready to earn participation points in class discussion.
- Respecting everyone's right to a non-disruptive learning environment
 - See "Electronic Devices" for policy on cell phones. TLDR version: don't use them in class.
 - Please do not talk to each other while I am talking or when another student is talking.
 - *Any* disruption of class may result in your being asked to leave the class for the day. Repeated disruptions will be handled via the formal procedures in place at HCC, and can result in your expulsion from the class.
- Understanding professionalism extends beyond the classroom
 - Your actions (negative and positive) in office hours, as well as in electronic environments such as email and class-related social media, also affect your professionalism grade because they are part of your class participation.

Written Comments on Classmates' Work (5%)

When classmates turn in their writing to the Google Document for us to read, you are expected to write at least one helpful comment on each submission before the day it is discussed in class. "I love it!" or "needs work" and other simple, vague comments will not receive points. Make a specific comment about a specific moment in the work, such as "does it make sense for the mother to be so mean to the dog in this scene?" or "this rhyme seems awkward" or "the way you describe this tree is so specific, well done!"

If you aren't signed into Google when you make the comment, make sure you SIGN your comment with your name to receive credit for making it.

Close Reading Essay / Special Project (20%)

Three-fourths of the way through the semester, you'll have the opportunity to choose either a book by an writer we've covered in class to write a critical analysis essay over, or to create an independent, creative project that incorporates the extended body of work by a writer we've covered in class. Be sure to see the assignment sheet for this assignment to view all the requirements.

Midterm Homework & Writing Portfolio (30%)

The midterm portfolio will ask you to collect four writing exercises you have done in-class or as homework to turn in. This is for the “homework” portion of the portfolio. It will also ask you to revise some of the writing you turned in for the worksheet, and to revise and extend one writing exercise. This is for the “writing” portion of the portfolio. Be sure to see the assignment sheet for this assignment to view all the requirements.

Final Homework & Writing Portfolio (35%)

The final portfolio will ask you to collect four additional writing exercises you have done in-class or as homework. These will be *different* than the four you turned in for the midterm portfolio. This is for the “homework” portion of the portfolio. The final portfolio will also ask you to revise some of the writing you turned in for the worksheet, and to revise and extend one writing exercise. This is for the “writing” portion of the portfolio. Be sure to see the assignment sheet for this assignment to view all the requirements.

Late Work

- Late major assignments will lose ten points for each class period they are late until they reach an F (50). I stop deducting for lateness at that point, which means even very late major assignments are potentially worth a lot of points.

General Course Policies & Requirements

Absences

- You are expected to attend class. **After four unexcused absences (2 weeks or 12.5% of the course), your Professionalism grade drops to an F (50%).** That is, on your fifth absence, the grade drops. If you have more than four absences before the official date of record, you may be automatically withdrawn from the course.
- When you miss class, you are still responsible for what happens in class.
 1. Any work due the day you miss class is still due if you are not there.
 2. Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there. You will be expected to know anything announced or done in class whether you are there or not.
 3. You should contact another student in your section to find out what you missed and copy their notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.

Academic Honesty

- From the student handbook: “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. **Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.** Possible punishments for academic dishonesty may include a grade of “O” or “F” on the particular assignment, failure in the course, and/or referral to the college

Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.”

- **Plagiarism** is using someone else’s ideas, arguments or research without giving credit through citation and/or using someone else’s words without giving credit through quotation *and* citation. **Collusion** is unauthorized collaboration with another person in preparing written work offered for credit.
- Please note that in this class, turning in writing originally completed for another course counts as scholastic dishonesty. You may not turn in work completed for another course, and if you do so, it will be treated as a plagiarism offense.
- Likewise, faked research is scholastic dishonesty in this course. If you cite sources you don’t use, invent quotes, or commit other dishonest research practices, it will be treated as a plagiarism offense.
- Because this is a sophomore-level course, because writing original work is at the heart of this course, and because you have many options when it comes to arts and creative-arts courses, this course has high standards when it comes to requiring original work. The first instance of plagiarism in this course (even in a small homework assignment) will result in an F for the course.

Electronic Devices

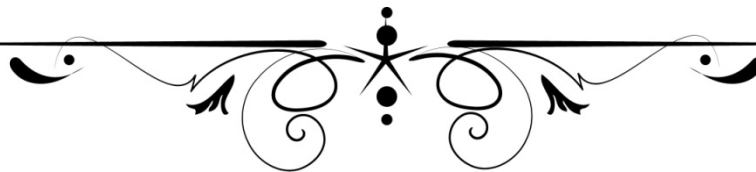
- Laptops and tablets are welcome if you take notes best by typing and/or use a slate and stylus to take electronic notes. That said, there is a “one strike” rule. The first time I believe that your laptop/slate is distracting you—or anyone else—you will lose the privilege of using it for the rest of the semester in my class.
- “Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations” (Official HCC statement).
- Please leave your cell phones on vibrate/silent and put away unless I ask you to use them for a research task or you are using them to access a reading.

Withdrawals

- **I will not automatically withdraw you from the class**, no matter how many classes you miss. The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed. Consider this policy carefully when deciding from which classes to withdraw, and remember that it is your responsibility to withdraw from classes by the required due dates. If you stop attending and don’t withdraw, you are subject to the FX grading policy (see below).
- International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take

during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

- Final Grade of FX: Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.
 - Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.
- Repeating Courses: Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.



Student Services & HCC Policies

Ability Services

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations

cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Ability Service Contact Information:

Central College: 713.718.6164

Coleman College: 713-718-7376

Northeast College: 713-718-8322

Northwest College: 713-718-5422, or 713-718-5408

Southeast College: 713-718-7144

Southwest College: 713-718-5910

Adaptive Equipment/Assistive Technology: 713-718-6629, or 713-718-5604

Interpreting and CART services: 713-718-6333

Accommodations due to a Qualified Disability: HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

EGLS3 (Evaluation for Greater Learning Student Survey System): At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to <http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> for directions.

Campus Carry: At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/departments/police/campus-carry/campus-carry-and-open-carry-faqs/>

Campus Safety: If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

Libraries: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally,

many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/locations_hours

Sexual Misconduct: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504) and complaints may be directed to: David Cross, Director EEO/Compliance, Office of Institutional Equity and Diversity, 3100 Main, Houston, TX 77266-7517, or institutional.equity@hccs.edu.

Title IX Discrimination: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.

All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Houston, TX 77266-7517

or Institutional.Equity@hccs.edu

Online Tutoring: The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to

<https://hccs.upswing.io/>. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

Open Computer Labs: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

Tutoring Centers: The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: <http://ctle3.hccs.edu/alltutoring/> for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

Reading & Assignment Schedule

Week 1 (1/14-1/18)

Mon

In class: Syllabus intro

Homework: read "The Prairie Wife"

Wed

Class canceled

Week 2 (1/21-1/25)

NO CLASS MONDAY: Martin Luther King, Jr. Day

Wed

In class: Discuss "Prairie Wife," volunteers for first workshop

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Week 3 (1/28-2/1)

Monday, 1/28: Official Day of Record

Mon

In class: Fiction Workshop #1; go over Elements of Fiction

Homework: read "Mark of Cain"

Wednesday 1/30: Last Day for 70% refund

Wed

In class: Discuss "Mark of Cain"; volunteers for workshop

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Week 4 (2/4-2/8)

Mon

In class: Fiction Workshop #2

Tuesday 2/5: Last Day for 25% refund

Wed

Homework: Homework: Read "Sredni Vashtar"

Week 5 (2/11-2/15)

Mon

In class: Discuss "Sredni Vashtar"

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Wed

Introduce Midterm Portfolio Assignment

Fiction Workshop #3

Homework: Read "Cat Person"

Week 6 (2/18-2/22)

Mon

NO CLASS – Presidents' Day Holiday

Wed

In class: Discuss "Cat Person"; volunteers for workshop

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Week 7 (2/25-3/1)

Mon

In class: Fiction Workshop #4

Homework: Read "The Red Bow"

Wed

In class: Discuss "The Red Bow"; volunteers for workshop

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Week 8 (3/4-3/8)

Mon

In class: Fiction Workshop #5

Homework: Read "Shit Cassandra Saw" and Mary Morris/Julio Cortazar short-short handout

Wed

In class: Discuss short-short readings; go over Poetry Worksheet protocol

Homework: Read (poetry folder) Williams, Pound, Eliot, Stevens, and turn in first poem to Poetry Worksheet.

Week 9 (3/11-3/15)

NO CLASS – SPRING BREAK HOLIDAY ALL THIS WEEK

Week 10 (3/18-3/22)

Mon

MIDTERM PORTFOLIOS DUE

In class: Discuss Williams, Pound, Eliot, Stevens

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Wed

Introduce Close Reading / Special Project Assignment

In class: Poetry Workshop #1

Homework: Read Bishop, Lowell, Plath, Sexton. Turn in second poem to poetry worksheet.

Week 11 (3/25-3/29)

Mon

Introduce Final Portfolio Assignment

In class: Discuss Bishop, Lowell, Plath, Sexton.

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Wed

In class: Poetry Workshop #2

Homework: Read Koch, O'Hara, Ginsberg. Turn in third poem to poetry worksheet.

Week 12 (4/1-4/5)

Monday 4/1: Last Day to Withdraw from a Class

Mon

In class: Discuss Koch, O'Hara, Ginsberg

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Wed

In class: Poetry Workshop #3

Homework: Read Pinsky, Doty, Hass. Turn in fourth poem to poetry worksheet.

Week 13 (4/8-4/12)

Mon

In class: Discuss Pinsky, Doty, Hass.

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft.

Wed

In class: Poetry Workshop #4

Homework: Read Gluck, Ryan, Olds. Turn in fifth poem to poetry worksheet.

Week 14 (4/15-4/19)

Mon

In class: Discuss Gluck, Ryan, Olds.

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Wed

In class: Poetry workshop #5.

Homework: Read Recent Contemporary Poems packet #1. Turn in sixth poem to poetry worksheet.

Week 15 (4/22-4/26)

Mon

Close Reading / Special Project Assignment Due

In class: Discuss RCP packet #1.

Homework: Read workshop entries in Google Doc and make one useful, specific comment on each draft

Wed

In class: Poetry Workshop #6.

Homework: Read Recent Contemporary Poems packet #2.

Friday 4/19: HCC closed for "Spring Holiday"

Week 16 (4/22-4/26)

Mon

In class: Discuss RCP packet #2.

Homework: Turn in one thorough revision of a poem for Wednesday's workshop. Turn in by noon on Tues.

Wed

In class: Revision workshop (poetry)

Homework: Turn in one thorough revision of a workshoped short story for Monday's workshop. Turn in by noon on Saturday.

Week 17 (4/29-5/3)

Mon

In class: Revision workshop (fiction)

Wed

Individual conferences as needed during class period.

Week 18 (5/6-5/10)

Finals week.

[Final exam period:](#)

11:00-1:00 Monday, May 6. Final Portfolios due at this time.

SEMESTER ENDS 5/12

Final grades are submitted at noon on 5/13