**Course Title:** Creative Writing I

**Course Prefix:** ENGL **Course No.:** 2307 **Section No.:**

**Instructor Name:** Selena Anderson

**E-mail Address:** selena.anderson@hccs.edu

**Office Location:** SJAC 215

**Office Hours:** by appointment

**Course Meeting Days & Times**: M W 1-2:30 │ SJAC 289

**Course Description:** This course focuses on practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama. Core curriculum course. 3 Credit Hours. Prerequisites: ENGL 1301 or permission of the Department Chair.

**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.

### 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.

**Course Materials: This is an open resource course. Required materials are available on the Web, and at times will include handouts form your professor.**

**Course Requirements:**

Students will read and analyze published works and write original creative works designed to demonstrate their understanding of the rhetoric, form, and themes discussed. They will also use class conversations and written critiques as grounding for the instructional workshops and tutorials that gradually form the nucleus of the class. Each student develops a portfolio of his/her writing that includes revision, produces written and oral critiques, and collaborates in the editing and revision of the creative works produced by peers.

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| **Course Evaluation Methods** |
| This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.  |
| Exams – Final examination demonstrating mastery of course contentEssays – Formal essays demonstrating ability to produce college-level, research-based analytical writing Prewriting Assignments – Assignments demonstrating engagement in writing as a recursive processGroup Assignment – Project demonstrating effective teamwork and critical thinking.Daily Work & Participation – Minor homework assignments, quizzes, and participation in class activities |
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| Grading Matrix  |
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| --- | --- |
| Instrument | Value |
| Pre-Prof. Anderson Assignments | 10% | 100 points |
| Workshop Submission | 15% | 150 points |
| Workshop Comments | 20% | 150 points |
| Writing Exercises & Participation (in-class/homework) | 25% | 250 points |
| Final Exam: Portfolio – Original, Response, Revision | 30% | 150 points |
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| Total: | 100% | 1000 points |

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|  | Grade Determination:A = 90 to 100% 900 to 1000 points The student demonstrates superior ability and originality. Thorough knowledge of the material is displayed. The quality of submitted work is consistently high with minimal, superficial stylistic or rhetorical errors.B = 80 to 89% 800 to 899 points The student demonstrates above average ability. Knowledge of the material exceeds basic requirements: moments of strong insight and/or creativity are demonstrated. The quality of submitted work contains few stylistic or rhetorical errors.C = 70 to 79% 700 to 799 points The student presents work that adequately treats the assignment. A “C” paper may also include minor erroneous evaluation of the material and/or sources and/or minor misinterpretations of the assignment. Errors in proofreading, mechanics, style, and rhetorical devices appear throughout less than 50 percent of the essay.D = 60 to 69% 600 to 699 points The student submits below average work. This typically indicates that a student has erroneously evaluated the material and/or sources AND/OR has misunderstood the assignment. In addition, the work may also contain repeated mechanical and stylistic errors that compromise the clarity of the student’s writingF = 0 to 59% 0 to 599 pointsThe student submits sloppy, poorly organized work containing excessive stylistic and rhetorical errors. The work displays little student effort and interest and/or does not reflect the assignment. |
| **Course Procedures****Instructor Policies*** Cell phones, headphones, and all other electronic devices (anything with an on/off switch) may not be used in the classroom or be audible or visible.
* No late work is permitted.
* Excessive tardiness (15 minutes late or more) will adversely affect your grade.

**Submitting Assignments:** All work for the course must be typed and turned in at the beginning of class. For workshop you must have a copy of the workshop piece and two copies of your comments (one for the student and one for me.  |
| *\*\*\*NOTE:* All of your work for this course must be original. Do not submit work that you or anyone else has submitted for any other course or any other previous or concurrent English course. |
| **Formatting Documents:** All work must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines are in your textbook and online at: <http://owl.english.purdue.edu/owl/resource/747/01/> |

**College Rules and Procedures**

**Disability statement:**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations should provide documentation of their disability to the SSD coordinator.

**Academic misconduct:**

Students are expected to practice academic honesty in every aspect of this course. Those who engage in academic misconduct are subject to the college’s disciplinary procedures. Academic dishonesty includes the following:

Cheating: Deception in which a student misrepresents his/her mastery of information on an academic exercise; giving or receiving aid unauthorized by the instructor on assignments or examinations.

Academic misconduct: Tampering with grades or helping to obtain or distribute any part of a scheduled test.

Fabrication: Use of invented information or falsified research.

Plagiarism: Unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Presenting anyone else’s work as your own (even with that person’s consent) also constitutes plagiarism. In ENGL 1302, a paper with plagiarized material will automatically receive a failing grade ranging from 0% to 59% depending on the severity of the case as determined by the instructor.

**Nonacademic misconduct:**

Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be condoned. An individual engaging in such disruptive behavior may be subject to disciplinary action.

**Sexual misconduct:**

Sexual harassment of students and employers at Houston Community College is unacceptable and will not be tolerated. Any member of the college community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

According to official HCCS policy, you may miss **four** class sessions before being dropped from a three-hour course. Keep in mind that whatever the reason for your absence, you will still miss important class work. If you know you must be absent or if you have an emergency, please discuss these situations with me. **Missing a substantial number of classes (whatever the reason) will result in administrative withdrawal.** HCCS does not distinguish between excused and unexcused absences. **Withdrawal Policy:** You may drop yourself or ask your instructor to drop you. You may drop yourself through your HCCS student center login. **This semester the withdrawal date is April 5, 2016.**

**ENGL 2307 – CREATIVE WRITING**

**HOUSTON COMMUNITY COLLEGE**

**PROF. ANDERSON**

**SPRING 2016**

**COURSE SCHEDULE**

Week 7

M 2/29 – Welcome & Introduction; “Facing It” by Yusef Komunyaka; The So-What Question; “How to Date a Brown

 Girl” by Junot Diaz; Writing Exercise: How-to/Dialect

W 3/2 – “Girl” by Jamaica Kincaid; “Bullet in the Brain” by Tobias Wolff; 5 Elements of Fiction; Flash Fiction

 Defined; Writing Exercise: Flash Fiction/Kincaid-Wolff Style

Week 8

M 3/7– Workshop Sign-up; Flash Fiction; Etgar Keret; George Saunders; Steven Millhauser; Impromptu Group

 Presentations

W 3/9 – Mini-workshop; Creative Criticism Philosophy; Writing Thoughtful Comments

Week 9

M 3/14 – 20 Spring Break!

Week 10

M 3/21 – Workshop; An Ear for Voice; Excerpts from *One Hundred Years of Solitude* by Gabriel Garcia Marquez and

 others; Writing Exercise: Narrative Voice – Sounding the Part

W 3/23 – Workshop; Writing Exercise: Characterization – How to Build a Person

Week 11

M 3/28 – Workshop; Plot Diagram(s); “Hell Heaven” by Jhumpa Lahiri; “Extra” by YiYun Li; Writing Exercise: Plot –

 Making Things Happen

W 3/30 – Workshop; Writing Exercise: Setting

Week 12

M 4/4 – Conflict; “Lelah” by Angela Flournoy; “The Use of Force” by William Carlos Williams; Writing Exercise:

 Conflict – When a Character…

W 4/6 – Symbol; “Battle Royale” by Ralph Ellison; “The Country Doctor” by Franz Kafka; Writing Exercise: Symbol as

 a Compass Rose

Week 13

M 4/11 – Writing Exercise: Point of View

W 4/13 – Foreshadowing & The Element of Surprise; “Pig Latin” by Clarice Lispector; “A Shingawa Monkey” by Haruki Murakami

Week 14

M 4/18 – Beginnings

W 4/20 – Tragedy, Comedy, Tragicomedy

Week 15

M 4/25 – Breaking the Rules; Flannery O’Connor; Joy Williams

W 4/27 – Last day of class; Revision; “The Bath” & “A Small Good Thing” by Raymond Carver; Remaining Issues & Enduring Questions

Conclusions

M 5/9 – Final Exam 1-3 in classroom; Grades available to students Saturday, 5/14