Syllabus

Creative Writing

UA Rich Mountain

Fall 2019

This syllabus is subject to change.

Class Time and Location: Section 113-02 MW 2:00 Room 251 Other sections online

Instructor: Beverly Higgins

Classroom: CRHS 218, UHS DL

Office Hours: As needed

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Prerequisite: Students must attain a minimum score on the ACT, COMPASS, Accuplacer, or ASSET as noted in the college catalog found online at the UA RICH MOUNTAIN homepage.

Required Materials and Textbooks:

- Reliable internet access and Microsoft *Word* for writing assignments
  - Three-ring binder for printed materials
  - Flash drive (used or new) for writing assignments
  - Writer's notebook (composition notebook)

Course Description: This is an introductory course in creative writing. One half of the course will be divided between poetic and personal narrative writing while the other half is dedicated to short fiction. Students will not only write original works in these genres but will also read a variety of published works to explore how recognized authors have used various elements and the effect these elements have on the piece as a whole.

Short spontaneous exercises and longer assignments will be used to motivate and refine students´ writing. Whether fiction or non-fiction, students' writing is discussed via criteria pertinent to literary work. Learning to analyze a piece of writing critically is a key component of

the course. Guidelines/criteria will be provided. Students are encouraged to apply them as well as to improvise, as long as opinions are always grounded in evidence from the relevant text.

Program Outcome:

- Students will increase competencies in writing, reading, speaking, and listening

General Education Outcomes:

- Communicate effectively through written and oral communication with developed listening, reading, writing, and speaking skills.
- Possess basic technological skills to identify, locate, and process information

Arkansas ACTS Expected Student Learning Outcomes:

The student will

- Respond appropriately to various rhetorical situations, purposes, and audiences
- Use writing and reading for inquiry, learning, thinking, and communicating
- Integrate original ideas with those of others
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Use collaborative writing processes
- Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

Course Objectives: Upon completion of Creative Writing, students should be able to do the following:

- explore the creative process through writing
- define/determine individual goals as a writer
- expand & refine vocabulary & style resources
- become familiar with the conventions of craft (specific to genre)
- learn about varied techniques of fiction, non-fiction, and poetry
- learn how to critique (and be critiqued) constructively
- reinforce revising skills, not only of language but also of ideas
- prepare a text for submission to a publisher or competition
- use technology in writing and research.

Rationale: By studying the process of writing creatively, students can begin to examine the role of writing in stimulating thought, expressing ideas and feelings, and exploring relationships. By composing their own texts, students practice self-expression and demonstrate mastery of creatively and logically in a variety of forms.

Course Outcomes: Upon successful completion of this course, students should be able to complete the following:

- Create original texts from a variety of genres.
- Use the research process to identify and maintain historically accurate language, characterizations, and events.
- Use technology in research and writing.

Topical Outline/Course Schedule: During each of the following units, students will read published texts to examine the author's use of various elements and the effects these elements have on the work. In addition, students will read excerpts from published authors about the craft of writing.

Unit One: Poetry Weeks 1-4

A. Figurative Language (Metaphor, Simile, Irony, etc.)
B. Hyperbation
C. Descriptive Language
D. Persona
E. Theme
F. Forms
G. Authorial choices and the effects
H. Create original poetry
I. Critique

Unit Two: Personal Narrative Weeks 5-7

A. Poetic Language in Personal Narratives (voice, style, etc.)
B. Sensory Details
C. Purpose
D. Authorial Choices and the effects
E. Create original poetry
F. Critique

Unit Three: Short Fiction Weeks 8-16

A. The elements of fiction

B. Functions of poetic language and the elements of fiction on short stories
C. Investigate various characteristics of various types of short fiction
D. Poetic License
E. Create original short fiction
F. Historical Accuracy
G. Critique

Course Conduct: The primary activity is doing writing, i.e. sustaining a creative process in writing. The second level of activity involves reading and giving constructive criticism on the writing of peers. The third level – also a weekly commitment – is focused on learning from analytical consideration of published texts. In addition, we will explore the creative process through discussions and exercises.

Tests and Exams: This course will include objective quizzes and exams during the semester.

Devices: Students may not use personal communication devices or outside websites during a class, quiz, or exam.

Recording a class or reposting, copying, or distributing material found on any learning platform is expressly forbidden unless the instructor has given written permission.

Credit Hour Calculator: For every course credit hour, the typical student should expect to spend at least three clock hours per week per credit hour, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Course Requirements/Evaluations: Students need access to the Internet outside of the scheduled classroom meeting time. If students do not have Internet access at home, they must schedule additional computer time in one of the computer labs provided. Student writing assignments must be completed with Microsoft Office *Word* and submitted digitally. Students who need a free Microsoft program should follow instructions posted in the Moodle Resources section of this course. (Only Concurrent high school students submit with Google docs, and the student is responsible for making the document accessible and readable for the instructor.)

Grading Procedures: Cumulative grades are averaged using the following categories:

Tests: 10%

Final Portfolio (+ 3 written critiques as assigned): 20%

Writing assignments (creative & critical as assigned): 60%

Class participation and attendance: 10%

Course Requirements/Evaluations

- Original Writing: students will produce at least 6,000 words (approximately 25 pages) of original writing. Each student is required to present his or her writing to the workshop for constructive critiquing at least six (6) times during the semester. Presenting additional texts is voluntary as time permits. Basic criteria for constructive criticism and critique for literary prose will be provided.
- Assigned Reading and Discussion: Reading is essential for the writer's task. Each week students will be expected to read a selection of published works and be prepared to discuss these activities. Some of the readings will be read to identify the use and effect of specific literary elements while others will be about the craft of writing.
- Final Portfolio: Each student will present a collection of original works. In addition to final works, the final portfolio must include one text (student's choice) in three different stages of re-thinking/revision/evolution. The portfolio must have a title, and its contents should be organized as if to be presented for publication.
- Critiques: We will discuss the areas in which the text/writing achieved or fell short – not the author/writer. We will be respectfully frank and specific; being too nice or too general is not useful. We will critique with the text's potential next evolution in mind. Silence is not a friendly gesture; passivity will be taken as evidence of not having prepared for class.

Assessments: Outcomes are assessed by both objective test questions and subjective writing assignments throughout the semester. Assessment activities include lower and higher order thinking skills.

Grading Scale: A= 90-100%, B=80-89%, C=70-79%, D=60-69%, F=59% and below

Procedures/Student Requirements: Successful students demonstrate punctuality and regular participation in Moodle online learning resources and the assigned activities. The following number of absences is considered excessive:

- Classes meeting two (5) times a week – 5
- Classes meeting one (4) time a week – 4
- **On-line classes - failure to participate in posted assignments less than once a week**.
- Students may also work ahead on some assignments.
- Penalties apply for all late assignments.

Late Policy/Make-up procedures:

Writing Projects: With instructor approval, writing projects and activities (NOT quizzes or exams) submitted late will be accepted but will lose 10% of points possible if submitted within the one-week grace period determined by the instructor. After the initial grace period, late work loses an additional10% per week.

Tests: Make up tests will be given for very serious reasons only. **Prior notice** of absence from a test is required. All make-up tests must be taken within a week of the original test date.

**If an assignment is rejected because it does not follow minimum requirements (DNF), the student must resubmit the assignment and the late penalty will be applied.

All due dates on the course schedule are subject to instructor modifications.

Students who do not attend class may receive a grade of NF which can negatively influence financial aid. In this course, three absences are considered excessive. Attendance is reported weekly to the Associate Vice Chancellor for Student Affairs. (Students with documented 504 exemptions may apply for an extension. It is the student's responsibility to initiate these arrangements.) Contact the Vice Chancellor for Student Affairs at 479-394-7622 ext 1400.

Academic Policy

Cheating on a test or assignment will result in a zero (0) for that work. Plagiarism on papers can result in an "F" for the course.

American with Disabilities: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to federal law, state law, and the college's commitment to equal educational opportunities. Any student with a disability who needs accommodations (ex: seating placement, examinations, or access to information on the web) should inform the Vice Chancellor for Student Affairs

at the beginning of each semester. To contact the Vice Chancellor, students seeking accommodation should call 394-7622, ext. 1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco-free facility. Students and guests are to refrain from the use of all tobacco products while on campus, including electronic devices.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling property violations, computer violations, or other violations as listed in detail in the UA Rich Mountain catalog.

Student Support Services: The Student Support Services (SSS) is available to help students reach their educational goals through individualized instruction, counseling, and tutoring. There is no fee for these services. The computer lab is available for student in online classes. SSS is located in the Johnson Learning Commons in the Spencer Building.

UA Rich Mountain Mission Statement: UA Rich Mountain exists to provide all residents of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.

Campus Security: UA Rich Mountain strives to provide a safe learning environment; therefore, students who know of any security risk are asked to contact a college official.

See Something, Hear Something, Say Something