INTRODUCTION TO CREATIVE WRITING / ENGL 3800 (Spring 2018)
(CRN 21368) – 100% Online

Dr. Brigitte Byrd
brigittebyrd@clayton.edu
http://faculty.clayton.edu/bbyrd
Office: A&S 105H
Office Phone: (678) 466-4556
Fax: (678) 466-4899
Office hours: TBA & by appointment

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu

Course Description:
3.0 semester credit hours (3-0-3)
Catalog Description: Introductory study in imaginative writing emphasizing both selected readings in poetry, fiction, and creative nonfiction and student writing in these genres.
Pre-Requisites:
ENGL 1102 with a minimum US grade of C
Content:
Prose Writing
MO1: Creative Nonfiction and Fiction Writing (Similarities and Differences)
MO2: Setting or Giving the Impression of a Real Place
MO3: Characterization or Creating Credible Characters
MO4: Point of View or Who Is Seeing This?
MO5: Structure of a Story or from Scenes to Plot
Poetry Writing
MO6: The Impact of Images
MO7: Using the Sound of Language
MO8: Traditional Rhythms, Formal Poetry, Free Verse, and Prose Poetry
NOTE: I will provide you with a schedule of literary events taking place during the semester. Check the link on the English Department homepage for a schedule of the Clayton State University Visiting Writers Spring 2018. Since this course is 100% online, I will also supply you with links to our VWRS events (current and archived).

Computer Requirement: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy

Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
  Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.

**Only use your CSU e-mail account (not D2L e-mail) to communicate with Dr. Byrd.**

- Able to attach and retrieve attached files via email
- Able to use a Web browser

**Desire2Learn (Online Classroom):**
On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement.
You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: “D2L” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

**English Program Learning Outcomes:**

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[http://www.clayton.edu/arts-sciences/english/programoutcomes](http://www.clayton.edu/arts-sciences/english/programoutcomes)

1. Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
2. Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.
3. Interpret texts from various perspectives by using close readings supported by textual evidence, and informed by critical theory.
4. Produce a variety of materials, including oral presentations, for a range of creative writing and rhetorical contexts.
5. Conduct effective research and writing as it relates to the field of English studies, by using a variety of technological and information sources.

**Course Learning Outcomes:**
This course especially addresses the English program outcomes 2 & 4:

2. Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.
4. Produce a variety of materials, including oral presentations, for a range of creative writing and rhetorical contexts.

**TextBook Information:**

**Required Texts:**
*Three Genres*, Stephen Minot & Diane Thiel

**Additional Text:**
*Book TBA* (this book will be distributed to students attending CSU Visiting Writers Reading Series)

**Recommended Texts:**
*The Best American Short Stories 2017*, ed. Meg Wolitzer and Heidi Pitlor
The Best American Poetry 2017, ed. Natasha Trethewey and David Lehman

Additional Required Materials:
- A notebook (remember that writing in long hand helps with memorizing material)
- A CSU student email account that you check daily for changes, handouts, and announcements
- A laptop computer (with the CSU standard software package installed).
- Daily, reliable Internet access to D2L

Evaluation: In order to receive a C in this course, you must turn in all the written work below on time, actively participate in discussions, and attend/view 2 literary readings (see our Visiting Writers Reading Series schedule on the English department site). NOTE: I am only including the deadlines for submitting work below.

Discussions 30%:
1/16 Discussion 1
1/19 Discussion 2
1/26 Discussion 3
2/09 Discussion 4
2/23 Discussion 5
3/02 Discussion 6
3/23 Discussion 7
3/26 Discussion Poems (Lyric Poem)
4/06 Discussion 8
4/09 Discussion Poems (Narrative Poem)
4/20 Discussion 9
4/23 Discussion Poems (Haiku and Shakespearean Sonnet)

Quizzes 30%:
1/22 Quiz 1
2/05 Quiz 2
3/03 Quiz 3
3/19 Quiz 4
4/02 Quiz 5
4/16 Quiz 6
4/23 Quiz 7
4/30 Quiz “Attendance to Two Literary Readings”

Assignments 40%:
1/31 Exercise 1
2/14 Exercise 2
2/28 Exercise 3
3/28 Exercise 4
4/11 Exercise 5
4/25 Exercise 6

*Opportunities for extra-credits: attending/viewing extra literary readings/events

Grading:
A 90 - 100% Outstanding Achievement: Significantly Exceeds Standards
B 80 - 89% Commendable Achievement: Exceeds Standards
Mid-term Progress Report: The mid-term grade in this course, which will be issued on February 26th, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 2nd.

Course Policies:

General Policy: Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook, which begins on p 6.

University Attendance Policy: Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy: Attendance is required for all discussions, workshops and group work, and attendance/viewing of 2 reading events from the Clayton State University Visiting Writers Reading Series and/or other reading series. Failing to comply with the previous requirement will result in dropping one letter grade from your overall grade.

Remember that I do not accept late work (this includes exercises/assignments, written comments due in discussions, quizzes, etc.—see “Late Work Policy” below).

Late Work Policy: I do not accept late work. Late work will receive a zero unless arrangements are made between us in the case of a personal emergency.

Missed Work: Missed work will receive a zero.

Academic Dishonesty: Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Plagiarism Detection Software: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.
Disruption of the Learning Environment: Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University Academic Catalog and Student Handbook starting on p 8.

Writing Assistance: The goal of the Writers’ Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers’ Studio—a place for students to come for writing guidance and feedback. Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here is the contact information for the Writers’ Studio:

- Location: Arts & Sciences Building, Room G-224
- Phone: 678.466.4728
- Email: ws224@clayton.edu
- Website: http://clayton.edu/writersstudio

Visit The Writers’ Studio at http://clayton.edu/writersstudio Here is a link to the Writers’ Studio e-appointments, http://www.clayton.edu/Portals/695/instruction-etutoring-appointment.pdf

Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. This semester, look for Operation Study activities and programs that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. http://www.clayton.edu/operation-study

Other Policies (Specific to This Course)
I strongly suggest that you keep a small notebook with you at all time during this term to record thoughts, dreams, observations (most writers do), and that you start a list of interesting words. Your notebook then becomes a pool of words and ideas for you to use in your creative work.

I provide detailed guidelines for each assignment and expect students to follow them.

Carefully edit all written material before turning it in D2L. I expect students to demonstrate knowledge of Basic English grammar skills, use correct spelling of authors’ names, and exact titles of works discussed, among other things.

I encourage students to carefully read then print each module’s “Procedure” in order to organize their work. Most assignments cannot be written successfully at the last minute.
I linked all assignments and quizzes to the course calendar, but remember that these dates and times are deadlines. In other words, students must work on the assignments and read the material for quizzes long enough before deadlines.

**Classroom Response Time and Feedback on Assignments:**
1. I will post quiz, discussion, and assignment grades in the grade book within 7-10 days after the deadline.
2. Since I check my email daily during weekdays, I will respond to your emails within 24 hours (unless you email me over the weekend).

**Discussions:** All discussions are visible in D2L so that students who may decide to work ahead within a module may do so. However, I have locked the dates and times during which you can submit your work. I suggest that students who decide to work ahead save their work in a document then cut and paste it in the discussion when it opens.

**IMPORTANT:** Each new discussion requires that students start a new thread in order to comment on 2 of their peers’ discussions. In general, a topic will open on a specific date at 12:30 am and close at 11:30pm on the due date.

**Assignments:** All exercises will be uploaded in Assignments.

**IMPORTANT:** You will upload one file per exercise. Save your work in PDF so that I can read it, especially if you use a Mac computer.

**NOTE:** Notice the character profiles at the end of the syllabus. We will use them in some of the fiction exercises, so you will need to save them.

**Quizzes:** The majority of quizzes will include 10 or so questions on the reading material, concepts, etc. You will notice that your textbook *Three Genres* bolds important words, and I recommend that you know what they mean, how to define them, etc.

**NOTE:** Knowing the proper terminology for creative writing will allow you to use it clearly inside and outside the classroom, and it will prepare some of you to exit exams or GACE, for instance

**Literary Readings:** Before taking a creative writing class in college, most students have not experienced literary readings. Giving public literary readings is an important part of a writer’s professional life during which he/she presents new work to an audience, promotes a new book, and signs copies of the book purchased by the audience. Not only is it important to support the work of writers, but also attending a literary reading is often a first step into the writing community and a great insight to the work of a specific author as he/she reads his/her own work in person. This experience is similar to going to a live concert as opposed to listening to a music album. Attending a live performance, in any discipline, often helps the audience to better understand the vision of the performer.
IMPORTANT: Each student will attend/view two literary readings, either at Clayton State University (see the schedule of the CSU Visiting Writers Reading Series TBA on the English department’s page and/or on my faculty page) or outside of CSU, as long as it is a qualifying poetry reading. In the latter case, the author needs to be a published author with at least one published book.

About Email Etiquette: Please read!
https://owl.english.purdue.edu/owl/resource/694/01/
https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay

**ENGLISH MAJORS: REMEMBER TO SAVE REVISED WORK FROM THIS CLASS SO THAT YOU MAY USE IT IN THE REQUIRED CAPSTONE CLASS AND ADD IT TO YOUR PORTFOLIO BEFORE GRADUATING!**

**COURSE SCHEDULE**

Reading assignment, as well as written and video/audio assignments, are posted in each module’s “Procedures,” as well as the way to progress through the module. By following these guidelines, the creative writing skills of each student will build up successfully.

It is the student’s responsibility to check and know the open period for each discussion, quiz, and assignment. For the sake of clarity, I only provide deadlines below.

== PROSE WRITING (CREATIVE NONFICTION & FICTION WRITING) ==

**MODULE 1**
1/16 Discussion 1 “Video Introduction”
1/19 Discussion 2 “Mr. Plimpton’s Revenge”
1/22 Quiz 1

**MODULE 2**
1/26 Discussion 3 “On Leaving Florida” AND “Westbury Court”
1/31 Exercise 1

**MODULE 3**
2/05 Quiz 2
2/09 Discussion 4 “Escapes” AND “North Country”
2/14 Exercise 2

**MODULE 4**
2/23 Discussion 5 “A Simple Matter of Hunger: Analysis of a scene AND video”
2/28 Exercise 3

**MODULE 5**
3/02 Discussion 6 “Rwanda: Plot Diagram”
3/03 Quiz 3

== SPRING BREAK ==
Spring Break would be a good opportunity for you to read poems from the *Best American Poetry 2017* to discover what contemporary poets do with poetry before we start on poetry in the next modules.

== POETRY WRITING ==

**MODULE 6**
3/19 Quiz 4
3/23 Discussion 7 “The Gift,” “What the Mirror Said” and “Anger Sweetened”
3/28 Exercise 4
3/28 Discussion Poems (Lyric Poem)

**MODULE 7**
4/02 Quiz 5
4/06 Discussion 8 “She Has Some Horses,” “Famous” and “Nuclear Winter”
4/11 Exercise 5
4/11 Discussion Poems (Narrative Poem)

**MODULE 8** *This module includes writing formal poems: Read the guidelines and start composing your sonnet then your haiku early!*
4/16 Quiz 6
4/16 – 4/30 *Course evaluations period. In order to retrieve your final grade, you must complete a course evaluation for each course you take. (Check the DUCK)*
4/20 Discussion 9 “Haiku” and “Shakespearean Sonnet”
4/23 Quiz 7
4/25 Exercise 6
4/25 Discussion Poems (Shakespearean Sonnet AND Haiku)
4/30 Quiz “Literary Readings”

**Remember the character profiles forms starting next page ;)**
Introduction to Creative Writing (ENGL 3800)

Character Profile #1

Name: Jasmine Clark
Age: 31
Place of Birth: Niceville, FL
Residence: Atlanta, GA
Occupation: graphic designer at Black Bear Design in ATL [http://www.blackbeardesign.com/]
Appearance: short hair, tall and thin, large burn scar on her right leg, always wears glasses
Dress: natural fibers, recycled materials, large and colorful earrings and bracelets
Strengths: focused, hard-working, smart and witty
Weaknesses: attracted to narcissistic and artistic people
Obsessions: colors
Ambition: to be a graphic designer for AECOM in Los Angeles [http://www.aecom.com/]
Work Habits: very structured and organized
Hobbies: running and yoga
Illness: anxiety
Family: single
Parents: John and Linda Clark, divorced, father in Savannah, GA, mother in Niceville, FL
Kids: no children (the biological clock is ticking . . .)
Siblings: one older sister, Fiona (married with Mark, two young children)
Friends: best friends Margot Lugano (fashion designer), Juan Perez (interior designer), and Luke West (graphic designer), whom she met in graduate school as she pursued her MFA in Graphic Design at SCAD.
Pets: 2 cats - Mr. Cat and Mrs. Cat
Politics: Liberal
Diet: Vegetarian
Drugs: smokes pot (from time to time)
Favorite kinds of coffee/tea, cigarettes, alcohol: green tea, no cigarettes, dry martini
Erotic history: few relationships, likes to paint bright colors on her lovers’ skin
Favorite books, movies, music: The Color Purple, art house movies, world music
Fears: falling in love with someone who dies before her
Most traumatic event: death of her younger brother Max
Most wonderful experience: “coming out” in college
Major struggle, past and present: stigma still attached to her sexual orientation
Yearning (the character’s intense longing for . . .):

She wants her family to accept and love her for who she is
Introduction to Creative Writing (ENGL 3800)

Character Profile #2 (YOU fill out YOUR profile and become a “character” for Nonfiction)

Name:
Age:
Place of Birth:
Residence:
Occupation:
Appearance:
Dress:
Strengths:
Weaknesses:
Obsessions:
Ambition:
Work Habits:
Education:
Hobbies:
Illness:
Family:
Parents:
Kids:
Siblings:
Friends:
Pets:
Politics:
Diet:
Drugs:
Favorite kinds of coffee, cigarettes, alcohol:
Erotic history:
Favorite books, movies, music:
Fears:
Most traumatic event:
Most wonderful experience:
Major struggle, past and present:
Yearning (the character’s intense longing for . . .):
Character Profile #3 (YOU create a second main character for Fiction)

Name:
Age:
Place of Birth:
Residence:
Occupation:
Appearance:
Dress:
Strengths:
Weaknesses:
Obsessions:
Ambition:
Work Habits:
Education:
Hobbies:
Illness:
Family:
Parents:
Kids:
Siblings:
Friends:
Pets:
Politics:
Diet:
Drugs:
Favorite kinds of coffee, cigarettes, alcohol:
Erotic history:
Favorite books, movies, music:
Fears:
Most traumatic event:
Most wonderful experience:
Major struggle, past and present:
Yearning (the character’s intense longing for . . .):