![Concord University logo]

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Course Prefix, Number and Title: Engl 361.1HW Advanced Creative Writing

Course CRN # and Section: 20387.01

Semester Taught: Spring, 2019

Credit Hours: 03

Prerequisites: Completion of English 260

    or equivalent proficiency

Course Time: TR 2:00 pm—3:15

Building and Room Number: A308

Professor: Delilah F. O'Haynes

Office Location: A315

Office Hours: MWF: 11-12 & 1-2; TR:

12:30—2:00; and by appointment

Email: dohaynes@concord.edu

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Office Fax:

College/Department Website:

http://www.concord.edu/humanities/

Course Description/Rationale: Engl. 360 is an advanced course in creative writing, designed to help students become better acquainted with craft, technique, and process, focusing on mixed-genre writing, and to recognize or hone their particular style, perhaps genre. The course will consist primarily of the workshop method, in which students will have the opportunity to read and critique each other's work-in-progress (through Blackboard). The course will also provide the opportunity to read, analyze, and discuss the work of established writers working in their chosen genres. Grading will be based on successful revision of creative pieces, participation and presence in class and through discussion forums, class discussions on assigned readings, and completion of additional critical work.

Course Management System: Blackboard and classroom.

Hardware/Software Needed: Access to Blackboard and email

Text requirements: none

Concord University Educational Goal(s):

Course Objectives for English 360	CU Educational Goals
Through original writing, the students will demonstrate **competency in reading, writing, and structuring story arc or poetic structure that match the overall intent of the writer.**	Skills Goal #1a Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [. . . including] **reading** [. . .]
By employing the writing skills developed in English 260, development of character and scenes, beginnings and endings, or poetic devices, the student will demonstrate **writing competencies applicable to a broad range of creative writing possibilities.**	Skills Goal #1 b Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [. . . including] **writing** [. . .]
By writing story, drama, or poetry, paying particular attention to making characters appear real, through dialogue and description, students will demonstrate competency in **making characters, stories, and poetry come alive through writing** that is cogent & audience-aware.	Skills Goal #2 An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving
By writing, the student will better develop scenes and learn techniques that prolong suspense, demonstrating **competency in interpreting, analyzing, critically evaluating, and organizing, thereby reflecting a clear understanding of how to both fulfill and postpone a reader's expectations successfully.**	Skills Goal #2 An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving
By writing, the students will demonstrate competency in **analyzing and synthesizing audience response and ideas**; and in **integrating** new or better possibilities for stronger outcomes.	Skills Goal #4 An ability to analyze, synthesize, and integrate elements, information and ideas
By applying linguistic principles underlying English grammatical and syntactic constructions, the students will employ appropriate editing strategies.	Knowledge Goal #4 Acquaintance with principles underlying languages—linguistic, mathematical, computer- language systems
By receiving feedback from the instructor and peer reviewers, the students will internalize appropriate evaluation criteria so that they can develop metacognitive awareness of their own writing competencies and deficiencies.	Knowledge Goal #7 Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s)
By writing different types of poetry, the students will demonstrate competency **in recognizing and evaluating underlying principles that call for a specific structure, diction, poetic device, depending on the response desired from an audience.**	Attitudes Goal #1 Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes
By analyzing texts that present varying genres and/or various possible interpretations of story, drama or poetry, the students will **develop a capacity for respectful attentiveness to differing perspectives.**	Attitudes Goal #3 Respectful attentiveness to differing perspectives & willingness to dialogue across in order to seek mutual understanding and equitable conflict resolution

National Standards: None have been established as of this date.

Specific Learning Outcomes: Now that students have a body of creative work from which to draw (Engl 261), they shall now learn how to revise and edit and what makes a story or poem or chapter engaging and polished. They shall also learn from established writers what makes good writing.

Course Requirements:

- Students will workshop, analyze, and revise a body of work in their own individual genre—poetry, prose, creative-nonfiction, drama, etc., using Blackboard's discussion forums throughout the semester and also Dr. O'Haynes' feedback.
    - Poetry—at least ten (10) [not more than 20] work-shopped, analyzed, and revised poems;
    - Prose—three (2) work-shopped, analyzed, and revised stories, chapters, acts.
- Students will turn in above pieces as rough drafts (after feedback from others) to obtain feedback professor; rough-drafts will receive grades based on attention to completion, with obvious planning and redrafting; individual components (point of view, language, tone, tense, description, characterization, structure, meter, poetic devices, and other details) should work toward the effect of completion and a sense of the intended audience. For students writing poetry, one rough-draft entry will be three poems.
- Students will attend regularly, participate in discussions/lectures, complete assignments, and participate in discussion forums. Participation will be calculated on a point system (for attendance) for fairness.
- Students will thoroughly read and analyze a recognized book in their own particular genre—a book of poetry, work of fiction, a memoir, play, etc.—which they would like to emulate. Students will write an analysis of said work, present this analysis to the class as a report or presentation, and submit the paper. Details concerning length and depth appear below.
- Students will send a poem or short fiction piece to Reflexes for the experience of submitting and having their work analyzed by a group. If the student has submitted to or worked with Reflexes before, they may send a piece to an outside publication.

Grading Policy and Scale, Make-up Policy, Late Work:

WEIGHT OF GRADES:

Rough Pieces	20%
Final drafts	20% revisions that reflect effort toward publication readiness
Genre Analysis (report/paper)	20%
Class Participation	20% discussion forums, class participation
Submission	20%

Make-up work will be accepted with documented proof or an obvious extenuating circumstance. Although writers block and busy schedules can interfere with creativity and time for writing, there are ways to keep on track or at least produce something creative. Students should talk to the professor early if they are dealing with such problems.

Grading Policy for Book Presentation—Genre Book Analysis:

A Presentation and Paper_____
It is clear that student read the book and fully considered the writer's techniques; student conveyed those techniques to class and in paper, thoroughly explaining the above elements (at least most of them) and giving examples from the written work. Outstanding report.

B Presentation and Paper_____
It is clear that student read the book and considered some of the writer's techniques; student conveyed some techniques to class and in paper, explaining some of the above elements and giving at least a few examples from the written work. Good report.

C Presentation and Paper_____
It appears that the student probably read the book and considered the assignment; student touched on some techniques in presentation, explained the author's style and gave a few examples. The presentation and paper might appear rushed and/or limited.

D Presentation and Paper_____
It may not be clear that the student read the book and/or considered the assignment; student summed up the author's style and/or techniques without explanation and/or examples. The presentation and paper not only appear rushed and/or limited, but also incomplete.

F Presentation and Paper_____
Student neglected assignment, did not show up, or otherwise did not complete assignment.

Book Analysis: Elements to Examine in Book Analyses:

Genre. Outlook (romantic, realistic, existential, etc.). Beginnings/Endings. Structure. Characterization. Dialogue. Conflicts & Suspense Techniques. Setting. Description. Point-of-View. Obvious Research. Scene Expertise. Style/Voice.

Style describes the ways the author uses words — the author's word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in the text. Style shows how the author describes events, objects, and ideas.

All of the above elements must work together to produce a good story. Specifically, Why do you admire the writer of the book you chose?

ATTENDANCE: A roll will be passed each period for students' signatures to insure an accurate record of absences and participation. Students are responsible for their own attendance record and should not depend on being warned before failure. **Absences will affect students' participation grade.** Concord's absence policy allows failure with two weeks' absences, except in extenuating circumstances.

CONDUCT: Students who disrupt the class or behave disrespectfully will be dropped from the class. Disrespectful conduct includes rudeness toward the professor or other students, especially when they share their creative talents with the class, constant cell-phone use, constant tardiness, any constant distraction of others, etc.

PLAGIARISM: Creative writing lends itself to imitation. Creative ideas, situations, and even previous writings can be springboards for new endeavors. After all, Shakespeare's *Hamlet* was not the first revenge play about the Prince of Denmark. However, borrowing others' writing and claiming it as one's own is a crime which can ruin college and professional writing careers. Copy-write laws are in place to protect writers from theft and have specific time lines. Therefore, students are expected to respect other writers' work by generating original ideas and wording. Fan Fiction is allowed as long as students realize that such fiction might not be publishable, although it offers good practice. However, original fiction is encouraged at this level, and, of course, deliberate plagiarism will not be tolerated.

Course Timeline (Schedule of Assignments/Assessments/Presentations):

Schedule is subject to change due to weather or unforeseen circumstances. In the event of a change, material will either be moved forward or dropped from the schedule. Consult professor.

January: Lectures & Discussions on Outlook. Beginnings/Endings. Structure. Characterization. Dialogue. Conflicts & Suspense Techniques. Setting. Description. Point-of-View. Scenes. author's word choice. sentence structure. figurative language. sentence arrangement/ and images.

Discussion Forums—Weekly until after spring break

Mid-February: 1st Rough Draft of prose or poetry due (if poetry, three poems)

End of February: 1st Revision of rough drafts due

Mid-March—2nd Rough Draft of prose or poetry due (if poetry, three poems)

First week of April: 2nd Revision of prose or poetry due

Second week of April:

  Book Analyses Begin—one per class session

  Submissions Begin

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure
No students or employees are to report.

Classes Cancelled
Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay
Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

 Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."