



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. 461.01 Creative Writing,  
Portfolio**

**Course CRN # and Section: 20725 Section 01**

**Semester Taught: Spring, 2019**

**Professor: Delilah F. O'Haynes**

**Credit Hours: 3**

**Office Location: A 315**

**Prerequisites:  
Completion  
of English  
361 or  
equivalent  
proficiency**

**Office  
Hours:  
MWF: 11-  
12 & 1-2;  
TR:  
12:30—  
2:00; and by  
appointment**

**Course Time: TBA**

**Email: [dohaynes@concord.edu](mailto:dohaynes@concord.edu)**

**Building and Room Number: Admin 315**

**Phone: 304-384-5261**

**Office Fax:**

**College/Department Website:**

**<http://www.concord.edu/humanities/>**

**Course Description/Rationale:** Unlike with other graduate programs, with an MFA, students' writings are their ticket to acceptance. More important than any other aspect of a student's MFA application are the creative writing samples provided to the desired program. The student's creative writing portfolio can make or break his/her chances and weighs more heavily than GRE scores, recommendation letters, statements of purpose, grades, etc. Therefore, samples of writings included in the portfolio must be as flawless as the student is capable of producing. Most MFA programs take a certain number of students each year in prose, poetry, and perhaps drama.

**Course Management System: Meetings; Email; Blackboard**

**Hardware/Software Needed: Email and Blackboard access**

**Text requirements: None**

**Concord University Educational Goal(s):**

<b>Course Objectives for English 360</b>	<b>CU Educational Goals</b>
Through original writing, the students will demonstrate <b>competency in reading, writing, and structuring story arc or poetic structure that match the overall intent of the writer.</b>	Skills Goal #1a Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [ . . . including] <b>reading</b> [ . . . ]
By employing the writing skills developed in English 260, development of character and scenes, beginnings and endings, or poetic devices, the student will demonstrate <b>writing competencies applicable to a broad range of creative writing possibilities.</b>	Skills Goal #1 b Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [ . . . including] <b>writing</b> [ . . . ]
By writing story, drama, or poetry, paying particular attention to making characters appear real, through dialogue and description, students will demonstrate competency in <b>making characters, stories, and poetry come alive through writing</b> 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 <b>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.</b>	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 <b>analyzing and synthesizing audience response and ideas</b> ; and in <b>integrating</b> new or better possibilities for stronger outcomes.	Skills Goal #4 An ability to analyze, synthesize, and integrate elements, information and ideas
<b>By applying linguistic principles underlying English grammatical and syntactic constructions, the students will employ appropriate editing strategies.</b>	Knowledge Goal #4 Acquaintance with principles underlying languages—linguistic, mathematical, computer- language systems
<b>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.</b>	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 <b>in recognizing and evaluating underlying principles that call for a specific structure, diction, poetic device, depending on the response desired from an audience.</b>	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 <b>develop a capacity for respectful attentiveness to differing perspectives.</b>	Attitudes Goal #3 Respectful attentiveness to differing perspectives & willingness to dialogue across in order to seek mutual understanding and equitable conflict resolution

**National Standards** (if applicable): **None set at this time.**

**Specific Learning Outcomes:** **Students shall learn to distinguish both their own style of writing and their best writings; students shall also learn to edit their own writing.**

### **Course Requirements Grading Policy and Scale, Make-up Policy, Late Work**

**Poetry:** Students should have at least 20 to 25 pages of polished poetry ready to send. Each university is different in the number of poems they request, so it is best to have an over-abundance of poems in varying styles that will accommodate several applications.

**Prose:** Students should have at least 5 polished examples of varying styles of prose ready to send, depending on what the universities request. These can include all short stories or both short stories and samples of novels.

**Drama:** Here again, students should have at least 5 polished samples of work, perhaps a few one-act plays and a full-length play or script.

**Grade:** Student's grade will be based on quality of the work but also student's willingness to work with Dr. O'Haynes to revise toward publishable quality.

### **Course Timeline (Schedule of Assignments/Assessments/Presentations) Accessibility/Accommodations:**

**TBA by student and professor. Student should begin sending Dr. O'Haynes his/her best work as soon as possible after the semester gets under way and arrange a meeting at Dr. O'Haynes' office, A315**

## **University Information**

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus

Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

## **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 (304-3845290). Alleged Violations can be reported non-confidentially to the Concord University Title IX

Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304384-5357). 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](mailto:cuhelpdesk@concord.edu).

## **Syllabus Disclaimer**

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