

English 220: Introduction to Creative Writing

Spring 2017 / T/R 9:30-10:45 / Wescoe 4050

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3116 Wescoe / Office Hours Wed 9:00am-11:30am

Course Description. In this introductory workshop, you will become familiar with reading and writing poetry, fiction, nonfiction, plays, and graphic narratives, generating creative pieces in these genres. As beginning creative writers, you will become immersed in contemporary and iconic work—voracious, close reading, as well as developing your own writing practice, will be essential to this course. Throughout the semester, you will write, workshop, and extensively revise the following: (1) 3-5 poems, (2) 1 micro-fiction and 1 short story, (3) 1 brief essay and 1 longer essay, and (4) a one-act play / monologue, short graphic narrative, or additional poetry/prose packet. Instead of working through these genres as discrete units, however, you will be able to choose the order in which you approach them, as we will be focusing on the techniques and approaches used in creative writing. By the end of the semester, you will have completed a portfolio of revised pieces.

Course Goals. This course satisfies KU Core Goal 2, learning outcome 1.

By the end of this course students should be able to:

- Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.
- Demonstrate their rhetorical flexibility within and beyond academic writing.
- Revise to improve their own writing.

Required Materials

- *The Practice of Creative Writing* (Third Edition), Heather Sellers, (Bedford/St. Martin's, 2017)
- Medium-sized journal/notebook exclusively for this course

Grading. Your final course grade (+/-) will be based on the following weightings of graded work:

In-Class Writing + Reading and Writing Journals	25%	Due Weekly
Workshop (Discussion + Written Critiques)	25%	Due Weekly
Contemporary Journal Reactions + Creative Responses (3)	15%	Feb 14 / March 28 / April 27
Reading Reviews (2)	10%	March 16 / April 27
Final Portfolio Chapbook + Letter	25%	Monday, May 8

Please note that Blackboard's grading system may not accurately reflect your final grade for the course. You must keep track of your grades and calculate your grade yourself for the best accuracy.

In-Class Writing + Reading and Writing Journals (25%). Nearly every class will feature in-class writing activities, which you will complete during class. In addition, you will develop a regular writing habit *outside* of class. I recommend writing in your journal for 10-20 minutes every day at a certain time. Strong writers develop good writing habits. The journal will serve as evidence of these habits. The journal should have dates clearly noted and evidence of a daily writing practice. I will collect journals periodically throughout the semester, but I will notify you in advance of when I will do so.

Workshop (25%). Your work will be workshopped numerous times throughout this course. Therefore, it is essential that you submit your workshop piece (1 poem/1 micro fiction/1 brief essay/one additional, plus others) on Blackboard **one week** before you are being workshopped. You will also print and

comment on your peers' work thoughtfully (250-word response that summarizes and critiques the piece, providing suggestions for revision), and attend and *actively* participate in workshop. Workshop will be assessed through timeliness, the quality of your written feedback, and participation.

Contemporary Journal Reactions + Creative Responses (15%). You will read at least three issues of three different literary journals (online or print). Fairly comprehensive listings can be found at *Newpages* and *Entropy Mag*. (1) You must receive approval from me on your chosen literary journal. (2) You will read through the entire journal and find a piece that resonates with you. You must choose a *different* genre for each reaction. (3) You will write an approximately 500-word critical response to that piece, discussing its use of literary devices (imagery, character, voice, structure, etc.) and your response as a reader. (4) You will then write a creative response to the piece in that same genre (i.e., if you chose a poem, you will write a poem in response). (5) You will compile (1) the chosen piece, (2) your critical response, and (3) your creative response together and submit them by the deadlines in the course schedule.

Reading Reviews (10%). You are required to attend **two** on-campus (or off-campus, if needed) readings from faculty members, students, or visiting creative writers. You will then write a 2-page summary and review of the reading. Summarize your observations and discuss specific aspects of the reading (such as the selection of work, the reader's presentation, the atmosphere, etc.). You must submit your summary and analysis *within a week* of that reading.

Final Portfolio + Letter (25%). Throughout the semester, you should be revising all of the pieces you presented for workshop. During finals week, you will submit a final portfolio consisting of (1) the portfolio of 3 revised genres in the form of a print or digital chapbook and (2) a 2-page letter that discusses your revision and writing process as well as an overall reflection of your progress as a writer in this course. This portfolio is graded based on evidence of significant revision, a clear letter, and the effort put into designing and creating the chapbook.

Attendance and Tardiness. Your participation and attendance are vital to the success of this course. I allow up to a total of **six absences** (i.e., three weeks of class). After six absences, *you will automatically fail the course*. Missing a required conference or a day your work is being workshopped counts as two absences. If you are habitually late to class, three lates equals one absence. In-class work cannot be made up unless the absence is approved by the University.

Office Hours and Email. My office location and hours are on this syllabus and on Blackboard. Please do not ask me what my office hours are. You already know. If I need to change my office hours for any reason, I will notify the class in advance. You can schedule an appointment during my office hours using MySuccess. The only reason you need to email me is to schedule an appointment outside of my designated office hours or to notify me of a relevant emergency. I will not reply to other emails. If you have concerns, please meet with me *in person*.

Late Work. An assignment's grade will be lowered each day it is overdue. In-class work cannot be made up. **According to Department of English policy, you must turn in all major assignments to pass this course, even if a project is so late that it will have earned an F.**

Conferences. While I require **two** individual conferences, I strongly encourage you to attend office hours regularly. At office hours, I will provide you with advice for your assignments. Please come to office hours prepared with questions so that everyone can have adequate time to meet with me. If you do not come to your scheduled time for your required conference (or if you do not come to your conference prepared to discuss your work), that conference will count as *two* unexcused absences.

Technology Policy. Do not have your laptops or phone out during class unless I say otherwise. *I reserve the right to mark you absent if I see you constantly checking your phone or having your headphones in during class.*

Blackboard Policy. I will use Blackboard to post assignments and/or additional readings for this course. You may also be required to upload assignments to Blackboard, so be sure to familiarize yourself with this platform.

Writing Help. For help with your writing, I strongly encourage you to contact the KU Writing Center, where you can talk about your writing with trained tutors in a comfortable working environment. You may ask for feedback, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <http://www.writing.ku.edu/> for current locations and hours.

Academic Honesty. Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student's work (even with the student's permission). There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

Drop Policy. If you are having trouble succeeding in the course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to the Website below:
<http://www.registrar.ku.edu/current/schedule.shtml>. **From Tuesday, February 7 to Monday, April 17, you will be assigned a grade of W. You may not drop or withdraw after Monday, April 17.**

Accessibility. The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620. Information about their services can be found at <http://disability.ku.edu>. Beginning Spring 2017, students will submit their requests for testing in the AAAC Testing Center through *AAAC Access Online*. Please contact me privately in regards to your needs in this course.

Inclusivity. The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the University's mission. We expect that students, faculty, and staff will promote an atmosphere of respect for all members of our community.

Civility. Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a

person's or race, ethnicity, nationality, culture, gender, gender identity/expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Center ([785-843-8985](tel:785-843-8985) or support@stacarecenter.org). You may also wish to contact Lawrence Memorial Hospital Emergency Room ([785-505-6162](tel:785-505-6162)). If you want to pursue disciplinary action or criminal charges against the perpetrator, you may contact the Office of Institutional Opportunity and Access ([785-864-6414](tel:785-864-6414); instructions on how to file a complaint can be found at <http://ioa.ku.edu/file-complaint>); and the KU Police ([785-864-5900](tel:785-864-5900)) or the Lawrence Police ([785-832-7509](tel:785-832-7509)). For the protection of students who experience harassment or violence, instructors are mandated reporters; if you report harassment or violence to an instructor, the instructor must report it to both a supervisor and the police.

Religious Observances. According to university regulations, in cases of conflicts between regularly scheduled class activities and mandated religious observances, the student is responsible for initiating discussion with the instructor to reach a mutually acceptable solution. Please speak with me privately if scheduled activities conflict with mandated religious observances, so that a make-up may be scheduled for you at a mutually acceptable time. To prove that you have read through this syllabus in its entirety, you will write me an email introducing yourself, telling me why you enrolled in this course, your past experiences in creative writing, and your expectations for this course. Please provide a cute animal picture (kitten, puppy, capybara, piglet, goat, duck, etc.) in the body of or attached to the email.

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Spring 2017 Course Schedule (subject to change)

WEEK 1

Tuesday, January 17 – Class Introductions + Syllabus

Readings: (1) Introduction (pp. 1-8)

Thursday, January 19 —Why Write? + Workshop Group Selection

Readings: (1) Ch. 1, “Finding Focus” (pp. 11-34)

Assignments: (1) Read through the Syllabus and come to class with any questions; (2) Journal writing

WEEK 2

Tuesday, January 24 — Reading as Writers

Readings: (1) Ch. 2, “Creative Reading” (pp. 35-82)

Assignments: (1) Journal writing

Thursday, January 26 — The Basics

Readings: (1) Ch. 3, “Building Blocks,” (pp. 83-130)

Assignments: (1) Journal writing

WEEK 3

Tuesday, January 31 — Images vs. Ideas

Readings: (1) Ch. 4, “Images” (pp. 133-182)

Assignments: (1) Journal writing

Thursday, February 2 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 4

Tuesday, February 7 — Energy

Readings: (1) Ch. 5, “Energy” (pp. 183-221)

Assignments: Journal writing

Thursday, February 9 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 5

Tuesday, February 14 — Tension

Readings: (1) Ch. 6, “Tension” (pp. 222-279)

Assignments: (1) Contemporary Journal Reaction + Response 1 Due; (2) Journal writing

Thursday, February 16 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 6

Tuesday, February 21 — Pattern

Readings: (1) Ch. 7, “Pattern” (pp. 280-310)

Assignments: (1) Journal writing

Thursday, February 23 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 7

Tuesday, February 28 — Individual conferences

Thursday, March 2 — Individual conferences

WEEK 8

Tuesday, March 7 — Insight

Readings: (1) Ch. 8, “Insight” (pp. 311-354)

Assignments: (1) Journal writing

Thursday, March 9 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 9

Tuesday, March 14 — Forms

Readings: (1) Ch. 10, “Forms” (pp. 405-460)

Assignments: (1) Journal writing

Thursday, March 16 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Reading Review 1 Due; (2) Read, print out, comment on, and write a 250-word response to workshop pieces

NO CLASS, SPRING BREAK: MARCH 20-24

WEEK 10

Tuesday, March 28 — Forms, continued

Readings: (1) Ch. 10, “Forms” (pp. 405-460)

Assignments: (1) Contemporary Journal Reaction + Response 2 Due; (2) Journal writing

Thursday, March 30 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 11

Tuesday, April 4 — Revision

Readings: (1) Ch. 9, “Revision” (pp. 355-402)

Assignments: (1) Journal writing; (2) Bring in pieces for revision

Thursday, April 6 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 12

Tuesday, April 11 — Chapbooks + Portfolios (Portfolio Introduction)

Readings: (1) Ch. 11, “Chapbooks and Portfolios” (pp. 475-480)

Assignments: (1) Bring in pieces for revision; (2) Journal writing

Thursday, April 13 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 13

Tuesday, April 18 — Revision/Chapbooks

Readings: (1) TBA

Assignments: (1) Bring in pieces for revision; (2) Journal writing

Thursday, April 20 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 14

Tuesday, April 25 — Revision/Chapbooks

Readings: (1) TBA

Assignments: (1) Bring in pieces for revision; (2) Journal writing

Thursday, April 27 — Workshop

Readings: (1) Workshop pieces

Assignments: (1) Contemporary Journal Reaction + Response 3 Due; (2) Reading Review 2 Due; (3) Read, print out, comment on, and write a 250-word response to workshop pieces

WEEK 15

Tuesday, May 2-Thursday May 4 — Individual conferences