

INTRODUCTION TO CREATIVE WRITING

ENG 215

Cornell College

Spring 2019, Block 6, Feb. 11-Mar. 6, 12-3 p.m.
Van Etten-Lacey House (VEL), 408 Third St SW

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Office hours: before and after class; email me to make an appointment

Course Description

In Introduction to Creative Writing, you will encounter literary texts in three major genres (fiction, poetry, and nonfiction) and in hybrid and new media forms. As you learn to read as a writer, you will observe and pilfer stylistic tricks and will discover ways to write about previously overlooked or taboo topics. Through in-class workshops and written comments, you will imagine new possibilities for your writing and the writing of your peers. In the first two weeks, you will share and receive feedback on your writing in small groups and on Moodle; in the third week, you will get the chance to workshop a piece of your choice with the whole class. Throughout the course, you will experiment with many writing strategies and techniques in a supportive environment; by the end of the block, you will have become a more sophisticated reader and writer, able to approach your own and others' writing with refined tools of discernment and deepened levels of pleasure. You will also have the chance to engage with contemporary authors through class visits, literary readings, and book clubs, and will explore what it means to develop a writing practice and to live a creative life.

Required Texts & Materials

- *Write Moves: A Creative Writing Guide and Anthology* by Nancy Pagh. ISBN: 9781554812264
- *Autobiography of Red* by Anne Carson ISBN: 9780375701290
- Optional (not at bookstore): *Just Kids* by Patti Smith. ISBN: 9780060936228
- Moodle handouts
- A notebook solely dedicated to your writing for this class

Learning Objectives / Educational Priorities and Outcomes

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, and intercultural literacy, which will be achieved through reading the work of peers and of published writers, and responding critically and creatively in writing and in conversation.

Course Requirements and Grading

<p>Participation</p> <p>Those who earn an A contribute to class discussion regularly and thoughtfully. Remember that asking questions and responding to others' ideas are good ways to participate. On workshop days, everyone will be expected to contribute at least one comment or ask one question. Your participation grade will be docked if you are absent, inattentive, or on your phone/device for non-course-related purposes.</p>	10%
<p>Daily Assignments</p> <p>You will receive credit/no credit for: completing daily writing assignments; adding two prompts a week to the Writing Prompts Bank on Moodle; on Fridays, turning in a hard copy of a piece you wrote that week that you'd like my feedback on; engaging in 10-20 minutes of writing practice per day in your notebook (I will check but not read your notebooks in the final days of class).</p>	30%
<p>Peer Feedback</p> <p>By taking this class, you are joining a community of writers and are agreeing to provide daily feedback on your peers' writing in class and on Moodle. Comments should be posted before class and should include at least 200 words of commentary, including each of the following:</p> <ol style="list-style-type: none"> 1. <u>Description</u>: In a sentence or two, describe the piece and what you think the writer is trying to do. What is it about? How is it structured? Refrain from any value judgments. 2. <u>Expansive praise</u>: What do you enjoy about the piece, and why? How might the writer expand that quality/technique? 3. <u>Constructive criticism</u>: Point to moments or choices that you were unsure about, and suggest multiple ways to address the issue you raise. 4. <u>Questions</u>: Ask a clarifying, complicating, philosophical, style-based, content-based, or other type of question about the piece. 	15%
<p>Literary Event & Response</p> <p>Attend at least one of these literary events and write a response of at least 500 words, due on Moodle within two days of the event:</p> <p style="margin-left: 40px;">*Mon. Feb. 18, 4 p.m. – Marcella Durand – poetry & translation – VEL *Thu. Feb. 21, 4 p.m. – <i>Just Kids</i> Book Club (nonfiction) – Cedar Rapids Museum of Art *Tue. Feb. 26, 4 p.m. – Mylène Dressler – fiction – VEL</p>	5%
<p>Final Portfolio</p> <ol style="list-style-type: none"> 1. <u>Introduction</u> describing your writing process and influences throughout the semester. 2. <u>10-20 pages of writing</u> that you wrote and revised this block. 3. <u>Appendix</u> of at least three pages of retyped published writing with marginal comments. 	40%

Grading Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 0-59 F.

Attendance Policy

You can miss one class for any reason without your final grade being affected. “Any reason” includes sick days, mental health days, funerals, cars breaking down, etc. (i.e., there is no such thing as an “excused absence,” but one absence won’t lower your grade). If you miss two to three classes, your final grade will be docked. Missing four or more class sessions leads to automatic failure. Showing up significantly or repeatedly late to class will count as partial absences.

Late Assignment Policy

Daily assignments (including your own writing and commenting on peers’ writing) will receive half credit if turned in one day late, and no credit if turned in more than a day late. Because of the cumulative, writing-intensive nature of this course, it is very important to keep up with assignments.

Technology Policy

Phones should be silenced and placed in your bag. While I encourage you to print out Moodle handouts for class, you can use a laptop/tablet (but not a phone) to refer to assigned readings. If you choose to read Moodle handouts on a tablet or laptop, you must use annotation software to take notes.

Academic Honesty & Plagiarism

Cornell College expects all members of the community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty.”

Students with Disabilities

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see the [Disability Services website](#).

Writing Studio

Writing Studio consultants are often student writers who would be excited to give feedback on your creative work. Make an appointment in person (Cole Library 314) or call 319-895-4462.

Counseling Center

Everyone needs extra support sometimes. If this block turns out to be one of those times, please feel free to speak with me, and don’t hesitate to make a free, confidential appointment at the Counseling Center: call 319-895-4292, or stop by the front desk at Ebersole.