

Sul Ross State University

ENGL 5302: Seminar: Creative Writing

Dr. Sarah Roche

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Office Hrs: M – Th: 8:00 – 10:00 am

and by appointment

Course Description

English 5302 will immerse students in reading and writing prose nonfiction and fiction. The course will provide opportunities for structured, guided writing and peer feedback workshops. Scott Russell Sanders writes that “readers as well as writers are drawn to the form [of nonfiction] because it allows for an examination of our most powerful and bewildering experiences. The worthiest essays are ventures into the unknown, from which we return bearing fresh insights and delights” (xviii). The same can be said of short fiction. English 5302 will, then, provide students with ample readings to delight in, emulate, and critique. The course will also help students build their own writing toolboxes, to use Stephen King’s metaphor, of vocabulary, grammar, paragraphing, revising and editing strategies and it will offer a writing workout regimen to help students “build up enough muscle” so they can carry their toolboxes with them (114). By the end of the course, students will have constructed digital portfolios of a moment of their lifetime writing.

Course Texts

King, Stephen. *On Writing: A Memoir of the Craft*. Scribner, 2010. ISBN-10: 1439156816, ISBN-13: 978-1439156810

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor, 1995. ISBN-13: 978-0385480017, ISBN-10: 0385480016

The Norton Anthology of Short Fiction. Shorter 8th Edition. Richard Bausch editor. Norton, 2015. ISBN-10: 0393937763, ISBN-13: 978-0393937763

Touchstone Anthology of Contemporary Creative Nonfiction: Work from 1970 to the Present. Lex Williford and Michael Martone editors.

Touchstone, 2007. ISBN-10: 1416531742, ISBN-13: 978-1416531746

Williams, Joseph. *Style: Lessons in Clarity and Grace*. 12th Edition. Pearson, 2016. ISBN-10: 0134080416, ISBN-13: 978-0134080413

Course Objectives (Student Learning Objectives)

Students who successfully complete ENGL 5302 will be able to

1. Delight in and wonder at nonfiction and fiction and communicate those responses in writing;
2. Critically analyze how various forms and techniques of fiction and creative nonfiction convey meaning;
3. Compose short fiction and creative nonfiction that affects readers with surprise, delight, or new insights;
4. Apply principles of critical analysis to clear and helpful peer critiques;

5. Communicate effectively in writers' workshops;
6. Revise writing using workshop feedback.

Activities (aligned to Course Objectives CO) and Grade Distribution

Activity	Course Objectives	Points out of 1000	Deadline
Video conferences (Thursdays 7-8 pm?)	1, 2, 5	50	Weeks 1-14
Journal (100 words/day)	1, 3, 6	50	daily
Weekly Blog	2	100	See schedule
Writings	3, 6	200	2/3, 2/17, 3/3, 3/17, 4/7, 4/21
Writings Analyses	4	200	2/5, 2/19, 3/5, 3/26, 4/9, 4/23
Writers' Workshops & Assessments	5	100	2/7, 2/21, 3/7, 3/28, 4/11, 4/24
Portfolio	3, 6	300	Wednesday, May 8

Activities/Assignments

Journal

For the purposes of this course, write in a private (between writer and instructor) Blackboard journal. This may not be ideal for you; you may prefer to write in a paper journal, but because it is a temporary 15-week assignment, please just agree to also keep the course journal. Write a thousand words a day six days a week in a place with no distractions (devices, children, pets) (for more see King 155-162). This journal is where you will record ideas, play with writing, write and revise for the Writings that you submit.

Video Conferences

To nurture our community of writers, we'll meet for two purposes: class discussion and writers' workshops. We will use Blackboard's video conferencing option. In Blackboard, you will see the link as "Video Conferences." I hope your developing proficiency with Blackboard's video conferencing system will allow you to meet with each other to discuss writing at other times during the semester. I will configure the system so that each of you may be able to create sessions and moderate them.

Weekly Blog

Each week, we'll write a blog about an aspect of writing we are focusing on.

Writings

To receive feedback on your writing, you will submit six writings throughout the semester to Blackboard. Develop fiction or nonfiction writings from your journal writing (or written elsewhere) to present to the instructor and fellow student writers. Use your writers' toolbox to revise and edit before submitting.

Writings Analyses

You will write six analyses of each other's manuscripts; I will provide some guidance for these analyses.

Workshop Critiques

After having read and written about each other's writings, you will talk about each set of manuscripts in workshops using rubrics we'll create prior to those workshops. You will submit an assessment of each workshop. Together, we will establish a method for these workshops using your preferences and schedules. The workshops most likely will have to be video conference, unless we can form groups according to location and conduct them at a coffee shop or quiet place. We will begin discussing this in our January 24th video conference.

Portfolio

You will present your writing to future audiences in a portfolio that exhibits your best writing. We will establish length and contents in class.

Course Policies

SRSU Distance Education Policy: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Procedures and Policies for Blackboard Courses

Course assignments must be produced in formats that we can open and read. In general, saving files as Microsoft Word documents or as rtf files will be best. If you have questions about Blackboard, contact Sandy Bogus at 432-837-8523 or sbogus@sulross.edu or Rusty Klein at rklein@sulross.edu or 432 837 8595.

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented.

Americans with Disabilities Act

Sul Ross State University-Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Sul Ross State University-Rio Grande College, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.

Schedule of Course Modules

Abbreviations:

- (CO): Course Objectives
- King: King, Stephen. *On Writing: A Memoir of the Craft*.
- Lamott: Lamott, Anne. *Bird by Bird*
- Short Fiction: *The Norton Anthology of Short Fiction*. Shorter 8th Edition. Richard Bausch editor
- Nonfiction: *Touchstone Anthology of Contemporary Creative Nonfiction: Work from 1970 to the Present*. Lex Williford and Michael Martone
- Style: Williams, Joseph. *Style: Lessons in Clarity and Grace*.

What are Modules? A module is a learning unit containing materials, activities, and assessments that help one achieve its objectives. Please note that because we must read and write daily, each module will list readings that may not seem to relate to its topic.

Please see next page for schedule.

Module	Module Objectives (CO)	Learning Materials	Activities	Assessments
<p>Introduction Module: 1/22 to 1/26</p> <p>Introductions to members of writing group</p> <p>Introduction to prose: nonfiction and fiction</p> <p>Starting writing projects and the Digital Portfolio</p>	<p>Writers will be able to develop writing relationships (CO 5);</p> <p>Writers will refresh their understanding of “what writing is” (CO 1, 2)</p> <p>Writers will be able to begin a digital portfolio (CO 3, 6)</p> <p>Writers will know how and where to write the journal (CO 3)</p> <p>Writers will know how and where to write the blog (CO 3)</p>	<p>L amott, <i>Bird by Bird</i></p> <p>King, “What Writing Is” (103-107)</p> <p>Assignment handouts: Writings, Writing Analyses, Writers’ Workshop Assessments</p> <p>Reading . . .</p> <p>Fletcher, <i>The Beautiful City of Tirzah</i> Nonfiction (190)</p> <p>Glancy “Sun Dance” Nonfiction (201)</p> <p>Blew “The Unwanted Child” Nonfiction (43)</p> <p>Sanders “Introduction” Nonfiction (xv)</p> <p>Carver “Cathedral” Short Fiction (102)</p> <p>Chopin “The Story of an Hour” Short Fiction (147)</p> <p>“Writing about Fiction” Fiction (xvii)</p>	<p>Daily journal entries of 1000 words/day</p> <p>Elementary School Lunches Introduction for Blog</p> <p>Video conference 1/24 @ 7 pm</p>	<p>5 journal entries</p> <p>1 blog posting & responses</p> <p>Video conference 1/24</p>

Module	Module Objectives (CO)	Learning Materials	Activities	Assessments
<p>Writing #1 Module: 1/28 to 2/10</p>	<p>Writers will be able to collect resources for writing (CO 3, 4)</p> <p>Writers will apply strategies and techniques to a piece of nonfiction or fiction (CO 3)</p> <p>Students will access resources for writing and revising Writings (CO 5, 6)</p> <p>Students will be able to help each other with written analyses of manuscripts (CO 4)</p> <p>Students will be able to offer helpful critiques in in writers' workshop (CO 5)</p> <p>Students will be able to use writers' workshps to enhance their own manuscripts (CO 6)</p>	<p>King, "Toolbox" (111-137)</p> <p>Style, Part One & Appendix I on Punctuation</p> <p>"Writing about Fiction" Fiction (xvii)</p> <p>"Writers on Writing" Fiction, especially Bausch's "Lettter to a Young Writer" (871-876)</p> <p>Lamott "Help Along the Way" (131)</p> <p>Style (familiarize yourself with the book)</p> <p>Nonfiction:</p> <ul style="list-style-type: none"> • Beard, 1 • Burroway, 76 • Grealy, 209 • Your choice <p>Fiction:</p> <ul style="list-style-type: none"> • Walker, 816 • Proulx, 695 • Senna, 722 • Hurston, 354 • Hemingway, 349 	<p>Daily journal entries of 100 words/day—imitate readings, you might make all the entries imitations</p> <p>Blog on Bausch's "Letter to a Young Writer" Fiction (873)</p> <p>Video conference 1/31 @7 pm</p> <p>Complete Writing #1</p> <p>Journal writing</p> <p>Blog on passage that appeals to you and that you would imitate</p> <p>Writing Analysis #1</p> <p>Writers' Workshop on Writing #1 2/7</p>	<p>12 journal entries</p> <p>2 blog postings & responses (1/week)</p> <p>Video conference 2/7</p> <p>Writing #1 due Sunday 2/3</p> <p>Writing Analysis #1 2/5-2/6</p> <p>Writers' Workshop Assessment #1 2/7</p>

Module	Module Objectives (CO)	Learning Materials	Activities	Assessments
Writing #2 Module: 2/11 to 2/24	<p>Writers will read daily and respond to the readings in a blog and daily journal (CO 1)</p> <p>Writers will apply strategies and techniques to a piece of nonfiction or fiction (CO 3)</p> <p>Students will be able to help each other with written analyses of manuscripts (CO 4)</p> <p>Students will be able to offer helpful critiques in in writers' workshop (CO 5)</p> <p>Students will be able to use writers' workshps to enhance their own manuscripts (CO 6)</p>	<p>Nonfiction:</p> <ul style="list-style-type: none"> • Berry, 17 • Bliss, 28 • Strayed, 500 • Your choice <p>Fiction:</p> <ul style="list-style-type: none"> • Aiken, 1 • Olsen, 646 • Faulkner, "Barn Burning," 269 • Joyce, "Araby," 364 • Cather, 113 	<p>Daily journal entries</p> <p>Blog</p> <p>Video conference 2/14 @7 pm</p> <p>Complete Writing #2</p> <p>Writing Analysis #2</p> <p>Writers' Workshop on Writing #2 on 2/21</p>	<p>12 journal entries</p> <p>2 blog postings & responses (1/week)</p> <p>Video conference 2/14</p> <p>Writing #2 due Sunday 2/17</p> <p>Writing Analysis #2 2/19-2/20</p> <p>Writers' Workshop Assessment #2 2/21</p>
Writing #3 Module: 2/25 to 3/10	<p>Writers will read daily and respond to the readings in a blog and daily journal (CO 1)</p> <p>Writers will apply strategies and techniques to a piece of nonfiction or fiction (CO 3)</p> <p>Students will be able to help each other with written analyses of manuscripts (CO 4)</p> <p>Students will be able to offer</p>	<p>Nonfiction:</p> <ul style="list-style-type: none"> • Norris, 396 • Kincaid, 257 • Levy, 290 • Your choice <p>Fiction:</p> <ul style="list-style-type: none"> • Viramontes, 811 • Chekhov, 137 • Mukherjee, 538 • O'Brien, 598 • Frank O'Connor, 637 	<p>Daily journal entries</p> <p>Blog</p> <p>Video conference 2/28 @7 pm</p> <p>Complete Writing #3</p> <p>Writing Analysis #3</p> <p>Writers' Workshop on Writing #3 on 3/7</p>	<p>12 journal entries</p> <p>2 blog postings & responses (1/week)</p> <p>Video conference 2/28</p> <p>Writing #3 due Sunday 3/3</p> <p>Writing Analysis #3 3/5 to 3/6</p> <p>Writers' Workshop Assessment #3 3/7</p>

	<p>helpful critiques in in writers' workshop (CO 5)</p> <p>Students will be able to use writers' workshops to enhance their own manuscripts (CO 6)</p>			
Module	Module Objectives (CO)	Learning Materials	Activities	Assessments
Writing #4 Module: 3/11 to 3/31	<p>Writers will read daily and respond to the readings in a blog and daily journal (CO 1)</p> <p>Writers will apply strategies and techniques to a piece of nonfiction or fiction (CO 3)</p> <p>Students will be able to help each other with written analyses of manuscripts (CO 4)</p> <p>Students will be able to offer helpful critiques in in writers' workshop (CO 5)</p> <p>Students will be able to use writers' workshops to enhance their own manuscripts (CO 6)</p>	<p>Nonfiction:</p> <ul style="list-style-type: none"> • Lopez, 308 • McClanahan, 354 <p>Fiction:</p> <ul style="list-style-type: none"> • O'Connor, "A Good Man Is Hard to Find," 611 • Phillips, "El Paso," 663 • Wright, 860 • Oates, 586 	<p>Daily journal entries</p> <p>Blog</p> <p>Video conference 3/14 @7 pm</p> <p>Complete Writing #4</p> <p>Writing Analysis #4</p> <p>Writers' Workshop on Writing #4 on 3/28</p>	<p>12 journal entries</p> <p>2 blog postings & responses (1/week)</p> <p>Video conference 3/14</p> <p>Writing #4 due Sunday 3/17</p> <p>Writing Analysis #4 3/26 to 3/27</p> <p>Writers' Workshop Assessment #4 3/28</p>

Module	Module Objectives (CO)	Learning Materials	Activities	Assessments
Writing #5 Module: 4/1 to 4/14	<p>Writers will read daily and respond to the readings in a blog and daily journal (CO 1)</p> <p>Writers will apply strategies and techniques to a piece of nonfiction or fiction (CO 3)</p> <p>Students will be able to help each other with written analyses of manuscripts (CO 4)</p> <p>Students will be able to offer helpful critiques in in writers' workshop (CO 5)</p> <p>Students will be able to use writers' workshops to enhance their own manuscripts (CO 6)</p>	<p>Nonfiction:</p> <ul style="list-style-type: none"> • Carlisle, 89 • Kingsolver, 265 • Wallace, 525 • Your choice <p>Fiction:</p> <ul style="list-style-type: none"> • Beattie, 76 • Cheever, 128 • Lahiri, 439 • Mason, 482 • Steinbeck, 749 	<p>Daily journal entries</p> <p>Blog</p> <p>Video conference 4/4 @7 pm</p> <p>Complete Writing #5</p> <p>Writing Analysis #5</p> <p>Writers' Workshop on Writing #5 on 4/11</p>	<p>12 journal entries</p> <p>2 blog postings & responses (1/week)</p> <p>Video conference 4/4</p> <p>Writing #5 due Sunday 4/7</p> <p>Writing Analysis #5 4/9 – 4/10</p> <p>Writers' Workshop Assessment #5 4/11</p>
Writing #6 Module: 4/15 to 4/28	<p>Writers will read daily and respond to the readings in a blog and daily journal (CO 1)</p> <p>Writers will apply strategies and techniques to a piece of nonfiction or fiction (CO 3)</p> <p>Students will be able to help each other with written analyses of manuscripts (CO</p>	<p>Nonfiction:</p> <ul style="list-style-type: none"> • Williams, 542 • Cooper, 132 • Doty, 152 • Cox, 141 • Your choice <p>Fiction:</p> <ul style="list-style-type: none"> • Hawthorne, 339 • Kafka, 399 	<p>Daily journal entries</p> <p>Blog</p> <p>Video conference 4/18 @7 pm</p> <p>Complete Writing #6</p> <p>Writing Analysis 6</p> <p>Writers' Workshop on</p>	<p>12 journal entries</p> <p>2 blog postings & responses (1/week)</p> <p>Video conference 4/18</p> <p>Writing #6 due Sunday 4/21</p> <p>Writing Analysis #6 4/23 – 4/24</p> <p>Writers' Workshop</p>

	<p>4)</p> <p>Students will be able to offer helpful critiques in in writers' workshop (CO 5)</p> <p>Students will be able to use writers' workshops to enhance their own manuscripts (CO 6)</p>	<ul style="list-style-type: none"> O'Connor, "Good Country People," 622 	Writing #6 on 4/24	Assessment #6 4/24
<p>Revising for Portfolio Module: 4/29 to 5/12</p>	<p>Students will be able to select their most successful writings for the portfolio (CO 3)</p> <p>Students will be able to analyze critically their own writing (CO 4)</p> <p>Students will be able to revise writing (CO 6)</p>	Style	<p>Video conference 5/2</p> <p>Complete portfolio</p>	<p>6 journal entries</p> <p>1 reflection blog</p> <p>Portfolio due 5/8</p>