



English 2307.102CL
Creative Writing: Exploring the Self as Subject
Semester: Spring 2022: 1/18/2022 - 5/12/2022, 16-week
T/Th 11:00 - 12:20 pm, TVB 1318

Associate Professor Dalel Serda, MFA

Campus Email: dserda@com.edu

Communication Policy: Email me at dserda@com.edu using your COM email, please. I do not check Blackboard messages with much frequency. I only use that function to message your major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it.

Communicating with your instructor: ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Office Phone: (409) 933-8497

College of the Mainland Office:

Learning Resource Center (LRC), Building #8, Suite B Rm #240

Humanities Department

Student Hours/Conference/Office Hours: LRC Suite B Rm. #240 Humanities Dept.

Monday through Thursday: 8:30 am-9:30 am

Friday: 8:30 am - 12:00 noon

Friday's office hours will be by appointment so we can determine if f2f or online is best. Contact me through Teams whenever you wish as I will always be able to respond there regardless of most factors. My response time outside of office hours is about three hours at most during the day and if you message me when I'm already asleep at night, I'll reply in the morning.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the "Office 365 & Email" button next to the "Blackboard" button. "Teams" is one of the apps available through Office 365. There is no cost as a result. It is my preferred mode of communication for its ease and speed.

Texts you'll be in charge of reading/referencing/purchasing:

--The OWL Website (the Purdue University's Online Writing Lab):

<http://owl.english.purdue.edu/>

--You should also have a college level dictionary to use every time you read an article, etc. Keep a list of new terms and notes that help you understand them. I recommend free online dictionaries.

NOTE: I will supply all texts I assign this semester.

Required Things for Class:

- Flash drive for your own storage needs (you don't need a new one if you have one)
- Two-pocket folder for your handouts and paper drafts
- Notebook for in-class writing and notes
- **REGULAR** access to the Internet outside of class (there are labs on campus)
- Access to Microsoft Word or Macintosh Pages software (Turn in all work as .doc/.docx files.) OpenOffice.org and Google Docs are free online software you may also use; just be sure to convert, save, and upload all files as .doc/.docx files.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description: ENGL 2307. CREATIVE WRITING I

Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama. Prerequisite: [ENGL 1301](#) with a grade of "C" or better.

General Education Competencies:

This course addresses the following general education competencies: writing, reading, speaking, listening, critical thinking, rhetorical inquiry, research, and computer literacy.

Student Learning Outcomes:

1. To learn established techniques in crafting short stories and poetry.
2. To hone writing skills using a variety of exercises, open-ended assignments, and journal writing.
3. To gain an understanding of creative writing theory, including terms, poetic forms, poetic elements, story genre, plotting, and character development.
4. To gain an appreciation of the importance of revision in the creative writing process.
5. To critique the creative prose and poetry of others and to learn to offer and receive constructive criticism in a collaborative workshop environment.
6. To evaluate and analyze the elements of successful fiction and poetry.

Other Objectives:

7. To explore creative nonfiction.
8. To consider the role imaginative expression has in society.
9. To build on previously learned composition skills such as rhetorical choices and their effect.

General Education Core Objectives:

1. Critical Thinking Skills: Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesis information through class discussions and writing.
2. Communication Skills: Students will develop, interpret, and express ideas through written,

oral, and visual communication.

3. **Teamwork:** Students will learn to consider different points of view and work effectively with others to support a shared purpose or goal through collaborative sharing of writing.

4. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities in on-going discussions on the role of creative writing and its role in society.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. To learn established techniques in crafting short stories and poetry	Communication Skills (CS1)	Exercises
2. To hone writing skills using a variety of exercises, open-ended assignments, and journal writing.	Communication Skills (COM)	Portfolio
3. To gain an understanding of creative writing theory, including terms, poetic elements, story genre, plotting, and character development.	Critical Thinking (CT)	Exercises Portfolio
4. To gain an appreciation of the importance of revision in the creative writing process.	Communication Skills (COM)	Portfolio
5. To critique the creative prose and poetry of others and to learn to offer and receive constructive criticism in a collaborative workshop environment.	Teamwork	Writing Workshops
6. To evaluate and analyze the elements of successful fiction and poetry.	Critical Thinking (CT)	Response Journal Writing

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
7. To reflect on the role of creative writing in society	Social Responsibility (SR)	Class Discussion Analytical Introduction Essay

The Tutoring Center (TVB 1306) is staffed with tutors. Let them be a part of the team that helps you become the best communicator possible. Additionally, your peers in class and I will also be available to help you. I am specifically here to help you, so don't be shy; use the office hours I offer to your advantage. Visit <https://com.mywconline.com/> to schedule a tutoring appointment with the Speaking, Reading, and Writing Center. Students come back raving about how amazing the center is. Take advantage.

Note Regarding Credit and Transfer Status of Creative Writing: Credit for this course will not usually transfer to other institutions as a sophomore literature course. It will usually transfer as an elective credit English course. This course may satisfy the "Creative Arts" core-curriculum requirement. Consult your advisor concerning both of these specifics.

Creative Writing Content Policy:

As a student in this class, you should not feel the need to restrict writing content. Instead, work to illuminate your human experience regardless of whether it's challenging for you or potentially hard on readers. It's important for us to foster a creative space in and outside of class where students feel they can genuinely explore their writing. Conversely, as readers, we can feel free to question work, its intention, effect, and verisimilitude. That said, we will not allow any writing that attacks, threatens, or demeans others in class or on campus in ways that have no redeeming artistic value—and bear in mind, "artistic value" is relatively subjective. If you have questions about the appropriateness of your work, feel free to come speak with me in person. We will arrive at a decision together.

The Scope of This Course: Creative Writing: Exploring the Self as Subject

Reading, writing, and examining literature can inspire empathy which is one of the most necessary human emotions any of us can have. Reading, writing, and examining literature can also help us understand ourselves more deeply and can therefore, help develop us into people who are more in tune both with ourselves *and* with others. In this introductory creative writing course, we will endeavor to explore our own experience fully, to begin our thinking and writing from that which we feel, think, and/or live subjectively. We will pay close attention to details and to the poorly considered; we will work to see the common in new ways. We will work to *know thyself, to write thyself*, and thus, to write each other.

Breakdown of Course Grades:

Journaling (in class and outside it)	10%
Workshop Submissions (six)	20%
Feedback Participation	10%
Portfolio Introduction: Reflection & Analysis of Portfolio's Potential Social Impact	10%

Portfolio	30%
End of Course Class Reading	10%
In Class Participation: Workshops, Class Discussion, Professionalism	10%
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Total:	100%

Grading Scale:

A 90-100% = Excellent work; superior in both style and content.

B 80-89% = Good work; solid content

C 70-79% = Average work; meets the minimum requirements for the assignment

D 60-69% = Below average work; does not meet the requirements sufficiently

F 50-59% = Failing work; deficient in mechanics, style, and content

Journaling:

I will ask you begin journaling daily for a total of about five pages+ of handwritten ideas, thoughts, creative in-class exercises, observations, and responses to readings each week for three months for a total of *at least* 60 handwritten journal pages. I'll take a look at these journal entries at the end of the semester. You can include the exercises we do in class and your response notes to the assigned texts if you wish.

Workshop Submissions:

You will be responsible for submitting new or revised pieces (from this current semester) every other week according to your Group A or B designation. In total, you'll workshop work six times this semester. Your team and I will read and comment on your work. I will assign grades to each submission which will help you evaluate your work's potential plus your effort and participation. You will revise and polish your best work for the portfolio. See below for more on the portfolio.

Feedback Participation:

You will be responsible for submitting electronic and/or handwritten feedback for your peers' workshop submissions. You will also be responsible for coming to class to provide verbal feedback on each of the workshopped pieces. I will grade the specificity and usefulness of your comments.

Portfolio:

At the end of the course (please check the course calendar below), you will be responsible for submitting final revisions of **FOUR** workshopped pieces from this semester including at minimum one piece of fiction, a formal or free verse poem, a creative nonfiction piece, and one additional piece of any genre (4500+ words total for the portfolio which is about 18-20 double-spaced pages; any one piece can be up to 3000 words).

Note: your MLA headings for each of your portfolio pieces must include word counts. You will also include a separately graded reflective, analytical introduction to serve as a cover letter for the entire portfolio. I will provide you with details for this assignment closer to the middle of the semester.

End of Course Class Readings:

At the end of the course, we will engage in a whole class reading where you each will choose to read your favorite, strongest work and reflect on the evolution of the piece. Your participation as

reader and audience will be a requirement. This will be a traditional yet exciting way to end the course.

In Class Participation:

You will be responsible for journaling daily both inside and outside of class. I will provide you with prompts to help you work on specific elements in class, but outside of class, you can choose to journal in a variety of ways. Please refer to the “Journaling” explication above. In class, I will expect you to be ready to discuss all assigned texts, to bring notes with you, and to be ready for all workshops as both writer and reader/critic.

Make-Up Policy/Late Work:

If you submit anything late but within **EIGHT** hours after the assignment is due (you have a five minute grace period), you will automatically lose a letter grade. Because this course will require you engage in workshops all semester, it’s always best to submit work regardless of its “in-progress” state. Do not submit anything past **EIGHT** hours. Doing so will inhibit the class from moving forward.

Course Grade Determination: I will use both low-stakes (Daily Grades such as participation on workshops as both a writer and peer critic) and high-stakes assignments (such as the portfolio) to help you earn your grade in this course. Please come speak to me during office hours if you feel this syllabus does not properly explain to you how you will be evaluated this semester.

Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your Daily Grade average. This is a participation-heavy workshop course. The success of the course depends on the community we build; thus, your presence and participation are vital. I reserve the right to drop you after two consecutive missed classes and/or multiple missed assignments without notice from you. In sum, your active engagement is key.

Punctuality:

You are a college student; therefore, I will treat you like an apprentice professional who is perceptive and responsible; I expect you to be on time. Your Daily Grade will suffer if you routinely show up late.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2nd 8-week session is May 4.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend

class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Classroom Conduct Policy:

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/student-handbook.php>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

Academic Dishonesty:

Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a grade of zero on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

IMPORTANT: In this class, all the work you submit must be your own; we will expect to see it in various stages of progress. Everything you submit in the portfolio must be submitted for workshop first.

Plagiarism:

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without proper citation and attribution, copying directly from a website and pasting it into your paper, and using someone else's words without quotation marks. Any assignment containing any plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Links on Avoiding Plagiarism: <https://owl.english.purdue.edu/owl/resource/589/01/>

Again, in this class, all of the work you submit must be your own; we will expect to see it in various iterations. Everything you submit in the portfolio will require it be submitted for workshop first.

A Note Regarding Cell Phones: Be courteous: turn your cell phone either off completely before class begins or silence it. Do not text in class; if you have an emergency, walk outside into the hallway, and take care of your business there.

Format for All Papers:

I will expect you to submit all pieces for workshop through Blackboard as Word documents so your peers can choose to provide feedback electronically if they wish. I will expect an MLA heading on the first page of all assignments, a title-in-progress, and to see Draft #1, etc. included at the bottom of the MLA heading. Also include a word count. You decide how the piece is formatted beyond the heading as those are creative decisions that matter to the form and style of the piece itself. If possible, please double space your work as doing so helps readers think and allows room for hand-written comments.

Student Computer Labs:

The Innovations Lab (409-933-8370 or 409-933-8153) in Technology Vocational Building #1324 is open to all COM students Monday through Thursday from 7:30 am to 7 pm and Friday from 8 am to 2 pm. Printing is free there. The Library Computer Lab is open Monday through Thursday from 8 am to 9 pm, Friday from 8 am to 5 pm, and Saturday from 9 am to 1 pm; it's located on the first floor of the LRC. Printing is free there also. You may also print in The Speaking, Reading, Writing Center (see above for location details).

College of the Mainland Technology Outage Policy:

If College of the Mainland's technology experiences problems that impede you from submitting work on deadline, email and call me (at my office) as soon as possible. You will have twelve hours from the time you emailed or called me to submit your work provided the technology is restored. You will receive no penalty if I have evidence that you attempted to submit work but faced difficulties outside your control.

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

About Me: My Teaching Philosophy:

Learning is fluid. Learning takes place both inside and outside the classroom. It continues long after we leave school. In this course, we will think of ourselves as creators of meaning. We will also regard ourselves as active learners and contributors. I specify “active” because I want to foster a sense of inquiry, reflection, communication, and interaction. All these lead to *autonomy* which relates to self-reliance and self-realization. In other words, I hope to help you become selfishly aware of what the world offers you and in turn, what you can offer the world.

Additionally, we will work to think objectively while valuing our subjectivity. We will acknowledge that to be engaged, conscious citizens, we must be able to be objective and subjective in tandem. Yet, before we go off on our unique paths toward self-actualization, I ask that we learn to work together to bring what we learn from the outside in and take what we learn here outside.

I am both a life-long teacher and a student. Both identities allow me to be particularly sensitive to what works and does not work in the classroom. Additionally, I push myself to make connections between what I learn and teach in a course and the life that continues outside it. Bridging the two makes what I do in school, as both a teacher and student, much more relevant and meaningful for me. I hope to encourage you to seek those connections also.

Moreover, I recognize you have been a student for a long time. You will join this course with a wealth of experience, wisdom, and knowledge, and because I understand your importance, this will be a student-centered course where we will push boundaries together.

College of the Mainland Technology Outage Policy:

If College of the Mainland's technology experiences problems that impede you from submitting work on deadline, email and call me (at my office) as soon as possible. You will have twelve hours from the time you emailed or called me to submit your work provided the technology is restored. You will receive no penalty if I have evidence that you attempted to submit work but faced difficulties outside your control.

Concerns/Questions Statement:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Brian Anderson at 409.933.8186 or banderson@com.edu.

The GCIC Academic Symposium: COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. I chair this event and am therefore especially motivated to help you gain knowledge concerning it. Speak with me if you'd like to learn more and/or visit: <http://www.com.edu/symposium>. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. This year, the symposium is Friday, April 1, 2022. The abstract submission deadline is Friday, Feb. 25, 2022, at 11:59 pm.

Traditionally, the creative writing class organizes a writers' reading panel as part of the symposium. I will expect us to follow this tradition and encourage all of you who are available to take advantage of this opportunity to read in front of an audience. We can chat about this as the course and your writing evolves.

English 2307: Creative Writing | Spring 2022 | 16-Week Calendar
(Tentative/Subject to change)

NOTE: For about the first three months, each Tuesday is our genre and craft study, and each Thursday is Workshop. The remaining time will be spent revising and preparing for our portfolio and final class reading.

Week 1: Tuesday, Jan. 18, 2022:

Syllabus/Journal Writing/Course Overview/Introductions/
Assign Groups A & B and Teams 1, 2, 3, 4/Explain workshop days and schedule

For example: Each team should have two Group A members and two Group B members for a total of four team members if class is made up of 16 people.

Homework: Work through assigned texts (Kinkaid, Diaz..). Begin journaling daily at home (and in class) and everyone begins working on fiction short story.

UNIT 1: FICTION

Week 1: Thursday, Jan. 20, 2022: Getting started

Journal writing/Discuss elements of **fiction** and assigned texts.

Homework: Journal daily and work on fiction piece. Group A submits **short fiction** piece for Group A Fiction Workshop #1 by Tuesday *before* class on Blackboard. All team members read and provide feedback for your team Group A submissions before class on Thursday. Feedback must be submitted electronically so that I can look at feedback and give you credit for your effort.

All reader-critics must bring a hard copy of the comments for the writer to class for reference; in lieu of a hard copy, you can bring your tablet or laptop. The writer can always download feedback off Blackboard later.

Also, all students should read assigned text (Proulx) and be ready to discuss its craft on Tuesday.

Week 2: Tuesday, Jan. 25, 2022: Fiction and Craft Study #1

We'll discuss craft and the assigned text.

Group A should have submitted their first piece before class.

Homework: Group B provides detailed, specific, useful feedback for Group A members electronically before Thursday's class. Group B brings hard copy of feedback for reference (or a laptop for reference).

Week 2: Thursday, Jan. 27, 2022: Group A Fiction Workshop #1

Homework: All students continue working on their fiction pieces. Each student will engage in two fiction workshops. You may choose to write several flash fiction (500 words or so) pieces or a single, longer piece (up to 3000 words). You may also choose to workshop a revised, previous piece for the second workshop, or you may workshop new work. During your designated workshop, you may submit up between 500-3000 on average during your workshop unless otherwise noted by me.

Please read and analyze the craft of the assigned reading and be ready for class discussion. Also, as always, journal.

Group B should submit their piece to Blackboard before next class.

Week 3: Tuesday, Feb. 1, 2022: Fiction and Craft Study #2

Discuss assigned reading.

Group B should have submitted their piece to Blackboard before this class.

Homework: Group A provides detailed, specific, useful feedback for Group B members electronically before Thursday's class. Group A brings hard copy of feedback for reference (or a laptop for reference).

Week 3: Thursday, Feb. 3, 2022: Group B Fiction Workshop #1

Homework: All students continue working on their fiction pieces. Each student will engage in two fiction workshops. You may choose to write several flash fiction (500 words or so) pieces or a single, longer piece (up to 3000 words). You may also choose to workshop a revised, previous piece for the second workshop, or you may workshop new work. During your designated workshop, you may submit up between 500-3000 on average during your workshop unless otherwise noted by me.

Please read and analyze the craft of the assigned reading and be ready for class discussion. Also, as always, journal.

Group A should submit their piece to Blackboard before next class.

Week 4: Tuesday, Feb. 8, 2022: Fiction and Craft Study #3

Discuss assigned reading.

Group A should have submitted their piece to Blackboard before this class.

Homework: Group B provides detailed, specific, useful feedback for Group A members electronically before Thursday's class. Group B brings hard copy of feedback for reference (or a laptop for reference).

Week 4: Thursday, Feb. 10, 2022: Group A Fiction Workshop #2

Homework: All students continue working on their fiction or poetry pieces. Each student should have engaged in two fiction workshops. You may choose to write several flash fiction (500 words or so) pieces or a single, longer piece (up to 3000 words). You may also choose to workshop a revised, previous piece for the second workshop, or you may workshop new work. During your designated workshop, you may submit up between 500-3000 on average during your workshop unless otherwise noted by me.

Please read and analyze the craft of the assigned **poetry** reading and be ready for class discussion. Also, as always, journal.

Group B should submit their piece to Blackboard before next class.

UNIT 2: POETRY

Week 5: Tuesday, Feb. 15, 2022: Poetry and Craft Study #1

Discuss assigned reading.

Group B should have submitted their final fiction piece to Blackboard before this class.

IMPORTANT: Consider the GCIC Academic Symposium (<http://www.com.edu/symposium>) and what piece you might want to read if you are planning to be a part of the Creative Writer's panel session. **If you would like to submit a piece and an accompanying contextual analysis for the individual, juried presentations, come speak with me.**

Homework: Group A provides detailed, specific, useful feedback for Group B members electronically before Thursday's class. Group A brings hard copy of feedback for reference (or a laptop for reference).

Week 5: Thursday, Feb. 17, 2022: Group B Fiction Workshop #2

IMPORTANT: Consider the GCIC Academic Symposium (<http://www.com.edu/symposium>) and what piece you might want to read if you are planning to be a part of the Creative Writer's panel session. If you would like to submit a piece and an accompanying contextual analysis for the individual, juried presentations, come speak with me. The submission deadline for symposium presentation abstracts is Friday, Feb. 25 at 11:59pm via the symposium site: (<http://www.com.edu/symposium>)

Homework: All students should be working on their poetry pieces. Each student will engage in two poetry workshops. You may choose to write several pieces or a single, longer piece (1000 words of poetry to be included in one or more poems). You may also choose to workshop revised previous pieces for the second workshop or to workshop new work.

Please read and analyze the craft of the assigned reading and be ready for class discussion. Also, as always, journal.

Group A should submit their piece to Blackboard before next class.

Week 6: Tuesday, Feb. 22, 2022: Poetry and Craft Study #2

Discuss assigned reading.

Group B should have submitted their final fiction piece to Blackboard before this class.

Homework: Group A provides detailed, specific, useful feedback for Group B members electronically before Thursday's class. Group A brings hard copy of feedback for reference (or a laptop for reference).

IMPORTANT: Consider the GCIC Academic Symposium (<http://www.com.edu/symposium>) and what piece you might want to read if you are planning to be a part of the Creative Writer's panel session. If you would like to submit a piece and an accompanying contextual analysis for the individual, juried presentations, come speak with me. The submission deadline for symposium presentation abstracts is Friday, Feb. 25 at 11:59pm via the symposium site: (<http://www.com.edu/symposium>)

Week 6: Thursday, Feb. 24, 2022: Group A Poetry Workshop #1

Homework: All students should be working on their poetry pieces. Each student will engage in two poetry workshops. You may choose to write several pieces or a single, longer piece (1000 words of poetry to be included in one or more poems). You may also choose to workshop revised, previous pieces for the second workshop or to workshop new work.

Please read and analyze the craft of the assigned **poetry** reading and be ready for class discussion. Also, as always, journal.

Group B should submit their piece to Blackboard before next class.

Week 7: Tuesday, March 1, 2022:

Discuss assigned reading.

Group B should have submitted their final fiction piece to Blackboard before this class.

Homework: Group A provides detailed, specific, useful feedback for Group B members electronically before Thursday's class. Group A brings hard copy of feedback for reference (or a laptop for reference).

Week 7: Thursday, March 3, 2022: Group B Poetry Workshop #1

Homework: All students should be working on their poetry pieces. Each student will engage in two poetry workshops. You may choose to write several pieces or a single, longer piece (1000 words of poetry to be included in one or more poems). You may also choose to workshop revised, previous pieces for the second workshop or to workshop new work.

Please read and analyze the craft of the assigned **poetry** reading and be ready for class discussion. Also, as always, journal.

Group A should submit their piece to Blackboard before next class.

Week 8: Tuesday, March 8, 2022:

Discuss assigned reading.

Group A should have submitted their poetry piece to Blackboard before this class.

Homework: Group B provides detailed, specific, useful feedback for Group A members electronically before Thursday's class. Group B brings hard copy of feedback for reference (or a laptop for reference).

Week 8: Thursday, March 10, 2022: Group A Poetry Workshop #2

Homework: All students should be working on their poetry pieces. Each student will engage in two poetry workshops. You may choose to write several pieces or a single, longer piece (1000 words of poetry to be included in one or more poems). You may also choose to workshop revised, previous pieces for the second workshop or to workshop new work.

Please read and analyze the craft of the assigned CNF reading and be ready for class discussion. Also, as always, journal.

Group A should submit their piece to Blackboard before next class.

*** March 14-18: SPRING BREAK

Revise, edit, polish GCIC Academic Symposium panel session piece.

UNIT 3: CREATIVE NONFICTION

Week 9: Tuesday, March 22, 2022: Discuss CNF assigned reading.

Group B should have submitted their poetry piece to Blackboard before this class.

Homework: Group A provides detailed, specific, useful feedback for Group B members electronically before Thursday's class. Group A brings hard copy of feedback for reference (or a laptop for reference).

Revise, edit, polish GCIC Academic Symposium panel session piece.

Week 9: Thursday, March 24, 2022: Group B Poetry Workshop #2

Homework: All students should be working on their CNF pieces. Each student will engage in two CNF workshops. You may choose to write several pieces or a single, longer piece (30000 words or so). You may also choose to workshop revised, previous pieces for the second workshop or to workshop new work.

Please read and analyze the craft of the assigned CNF reading and be ready for class discussion. Also, as always, journal.

Group A should submit their piece to Blackboard before next class.

Revise, edit, polish GCIC Academic Symposium panel session piece.

Week 10: Tuesday, March 29, 2022:
Discuss assigned reading.

Group A should have submitted their piece to Blackboard before this class.

Homework: Group B provides detailed, specific, useful feedback for Group A members electronically before Thursday's class. Group B brings hard copy of feedback for reference (or a laptop for reference).

Revise, edit, polish GCIC Academic Symposium panel session piece.

Week 10: Thursday, March 31, 2022: Group A CNF Workshop #1

Homework: All students should be working on their CNF pieces. Each student will engage in two CNF workshops. You may choose to write several pieces or a single, longer piece. You may also choose to workshop revised, previous pieces for the second workshop or to workshop new work.

Please read and analyze the craft of the assigned CNF reading and be ready for class discussion. Also, as always, journal.

Group B should submit their piece to Blackboard before next class.

THE SYMPOSIUM IS TOMORROW, Friday, April 1. Please arrive early and bring your printed, polished piece to read during our creative writing session. Please make plans to stay all day to enjoy the event fully.

Week 11: Tuesday, April 5, 2022:

Discuss assigned reading.

Group B should have submitted their piece to Blackboard before this class.

Homework: Group A provides detailed, specific, useful feedback for Group B members electronically before Thursday's class. Group A brings hard copy of feedback for reference (or a laptop for reference).

Week 11: Thursday, April 7, 2022: Group B CNF Workshop #1

Homework: All students should be working on their CNF pieces. Each student will engage in two CNF workshops. You may choose to write several pieces or a single, longer piece. You may also choose to workshop revised, previous pieces for the second workshop or to workshop new work.

Week 12: Tuesday, April 12, 2022:

Discuss assigned reading.

Group A should have submitted their piece to Blackboard before this class.

Homework: Group B provides detailed, specific, useful feedback for Group A members electronically before Thursday's class. Group B brings hard copy of feedback for reference (or a laptop for reference).

Week 12: Thursday, April 14, 2022: Group A CNF Workshop #2

Homework: All students should be working on their CNF pieces. Each student will engage in two CNF workshops. You may choose to write several pieces or a single, longer piece. You may also choose to workshop revised, previous pieces for the second workshop or to workshop new work.

Group B should submit their piece to Blackboard before next class.

Please read the Analytical Introduction handout.

Week 13: Tuesday, April 19, 2022:

Discuss the final analytical introduction for portfolio.

Discuss the portfolio and final work for this class.

Group B should have submitted their piece to Blackboard before this class.

Homework: Group A provides detailed, specific, useful feedback for Group B members electronically before Thursday's class. Group A brings hard copy of feedback for reference (or a laptop for reference).

Week 13: Thursday, April 21, 2022: Group B CNF Workshop #2

Homework: All students select portfolio pieces, begin revising them, figure out the running theme for your selections, and begin analytical introduction. Be ready to report on progress during next class and to conference with me about your selections.

Week 14: Tuesday, April 26, 2022:

Conference with me/workday (bring your laptop to take advantage of the time). Bring your journal too, please.

Homework: Work on your portfolio, your analytical introduction, and bring your journal for your journal check.

Week 14: Thursday, April 28, 2022: Submitting work for publication: outlets and cover letters.
<https://gulfcoastmag.org/submit/>

I'll be checking your journal today.

Homework: Work on finalizing entire portfolio, etc. Prepare portfolio for submission.

Week 15: Tuesday, May 3, 2022: Class Reading #1

Homework: Work on finalizing entire portfolio, etc. Prepare portfolio for submission.

Please do the course evaluation.

Week 15: Thursday, May 5, 2022: Class Reading #2

Homework: Work on finalizing entire portfolio, etc. Prepare portfolio for submission.
Due on Monday, May 9 at 8am on Blackboard.

Please do the course evaluation.

Week 16: Tuesday, May 10, 2022: Class Reading #3

Week 16: Thursday, May 12, 2022: Class Reading #4 (If needed)

* Grades will be available on WebAdvisor by Monday (or perhaps before). **THANK YOU** for your hard work. Enjoy your break!
