

Creative Writing Section 02

ENGL 71

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/22/2023

Welcome to Creative Writing English 71/02

This class meets Tuesdays and Thursdays-9:00-10:15 in BBC 121

"The more you read, the more you will write. The better the stuff you read, the better the stuff you will write"-- Annie Dillard.

The shortest short story Ernest Hemingway ever wrote is one of his best—and only six words long: "For Sale: Baby shoes, Never Worn."

From the fireside glow of bygone days to our modern living rooms brimming with technology, storytelling keeps us company, helps us understand our worlds, feel our humanity, travel to far-away places. Since childhood, many of us have imagined stories as an avenue out of our mundane, ordinary world into extraordinary lands and adventures. But how has the art of the story (particularly short stories and their telling) mesmerized us so thoroughly throughout the ages? Why do they matter? What do they tell us about our humanity? Why do we want to create our own stories?

Multi-genre spoken-word Poet Phillip Kaye gives us ideas for storytelling.

[Phillip Kaye on Storytelling \(https://youtu.be/s7fWagDQyvg\)](https://youtu.be/s7fWagDQyvg)

The Class Structure:

Mondays: ON YOUR OWN. Check and read the weekly Canvas post. Read the assigned reading and be ready to discuss it on Zoom during class time tomorrow.

Tuesdays: (scheduled meeting time.) Discuss reading I posted

Thursdays: (scheduled meeting time.) WRITE, WRITE, WRITE! I will hold Zoom meetings online both days with the expectation that on Tuesdays, we discuss readings and on Thursdays, we WRITE. Yes, during class time. Yes, as a group but individually. Every single week.

Please make sure you pay attention to deadlines. You need to find a CLA reading to attend, so don't let that part creep up on you. Keep reading the book of your choosing all semester as well.

Course Description and Requisites

Examinations of works of poetry, creative nonfiction and short fiction as expression of human intellect and imagination, to comprehend the historic and global cultural contexts, and recognize issues related to writing of diverse cultural traditions. Students will also write poetry, creative nonfiction, and a short fiction.

GE Area(s): C2. Humanities

Letter Graded

* Classroom Protocols

Participation: Please keep up.

What is participation? I expect that each student will engage in our workshop discussions, as well as any additional lecture material. The more you have input into the class, the more we'll all learn. I much prefer not to call on people and force them to respond -- that is *not* class participation. Of course, if you're absent, you can't participate at all. I don't expect everyone to be "on" each and every class day -- we all have our off days -- but I do expect regular participation from each student. THIS MEANS READ what is assigned and be ready to talk about it.

Late assignments: Late assignments or failure to bring required material to class will make it difficult for all students. Therefore, stories or assignments turned in late will not be accepted.

Conduct: Respect is the key. Your attitude is an important component of participation. Your attitude should not be confrontational, nor should you put down other students' work or opinions, whether through too-aggressive argument or through the use of humor at other students' expense. Like any critical conversation where participants bring different experiences to their understanding of the issues, ours will undoubtedly generate strong emotions, reactions, questions, affirmations, and disagreements. Healthy dialogue requires careful listening, respect for other people's perspectives, and a willingness to examine our own assumptions. We must feel free to disagree--but disagreement needn't imply dismissal of other perspectives. I encourage you to keep an open and inquisitive mind and realize that intellectual discomfort is not always a negative thing. Our goal is not agreement, but *understanding*. Understanding is a process that may first require some unlearning of old habits and ways of seeing the world.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php). (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>)

English Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-)

completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Course Learning Outcomes (CLOs)

GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

READINGS: (choose one, but read all for reference)

Lamott, Anne. [Bird By Bird](https://www.penguinrandomhouse.com/books/97395/bird-by-bird-by-anne-lamott/) [Links to an external site.](https://www.penguinrandomhouse.com/books/97395/bird-by-bird-by-anne-lamott/) (<https://www.penguinrandomhouse.com/books/97395/bird-by-bird-by-anne-lamott/>), Anchor, 1995.

Hass Robert. [Twentieth Century Pleasures](http://browseinside.harpercollins.ca/index.aspx?isbn13=9780880015394) [Links to an external site.](http://browseinside.harpercollins.ca/index.aspx?isbn13=9780880015394) (<http://browseinside.harpercollins.ca/index.aspx?isbn13=9780880015394>), Ecco Press, 1997.

Rich, Adrienne, *Arts of the Possible*, Norton, 2002.

King, Stephen, [On Writing](http://biblioteka.teatr-obraz.ru/files/file/English_cinema/Stephen_King_On_Writing.pdf) [Links to an external site.](http://biblioteka.teatr-obraz.ru/files/file/English_cinema/Stephen_King_On_Writing.pdf) (http://biblioteka.teatr-obraz.ru/files/file/English_cinema/Stephen_King_On_Writing.pdf) Schriber, 2000.

Course Requirements and Assignments

ASSIGNMENTS

These objectives will be accomplished and evaluated through the following work:

10 discussions (100) These are text-based entries that employ the techniques from the week

10 notebook entries (100) These are open-ended jam board, drawing, pictures, etc that you submit

Submittable Bio and Cover Letter (25)

Submittable Account creation (25)

Submittable Submission (50)

Midterm (100)

1st evolved piece (draft, revision, and 2nd revision) (25 for draft and 25 for revision=50)

2nd (50)

2 peer edits (25 each for 50)

Adobe Spark Skillshare Page (100)

Book Report (100)

Self-portrait Poem and comparison to one we read in class (100)

Letter to Me assignment (50)

CLA Report (100)

Peer Edits

Try to use the "pat/slap" method of critiquing -- your commentary on the work should give both positive as well as negative feedback, and present any negative comments in as positive a manner as possible. I also expect criticism to be concrete and specific: anyone responding "Well, I liked it" or "I didn't like this paragraph" will immediately be asked the question: "Why?"

When you're critiqued, in turn, please remember to take any negative feedback as being intended to help you -- remember that your fellow students are critiquing your work, not you personally.

ADOBE SPARK SKILLSHARE PAGE (100 points): This is the heart of the class. At the final regular class of the summer, you will turn in a chapbook containing THREE REVISED WORKS FROM YOUR DISCUSSION POSTS. The expectation here is that your 'final' revisions will be more substantial than simple proofing or correcting of spelling/grammatical mistakes. Failure to turn in your portfolio at all will obviously result in 0 points and failure of the course. Grading of the portfolio will be based primarily on the strength of the final revisions against the previous version, but I will also be looking at adherence to proper manuscript form. I want to note that I will *not* be comparing your work to the work of anyone else in the class. I'm looking for the improvement you personally have made from the draft you turned in to the workshop to the final product, as well as seeing you integrate skills and knowledge gleaned from the material presented to you.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](#)

<https://www.sjsu.edu/curriculum/courses/syllabus-info.php> web page. Make sure to visit this page to review and be aware of these university policies and resources.