English 3364.001 Expressive Writing and the Journal

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Class: TR 11:00 TR
Room: OCNR 133
Office Hours:
TR 10-11 am
MW 3:30-5:30 pm

Course Description
This course explores the uses and benefits of expressive writing in a personal journal through reading and writing about published works of experienced writers and scholars in the field, through mastery of a variety of journal-writing techniques, and through learning how to transform this private writing into public forms, including fiction, creative non-fiction, and poetry.

Course Objectives
The course has three major objectives:
• to understand the uses and benefits of expressive writing in a personal journal
• to learn a variety of expressive writing techniques to employ in a journal
• to learn how to transform private writing into public genres, such as fiction, creative non-fiction, and poetry.

Student Learning Outcomes
1. Students will read and annotate a selection of scholarly books that develop themes regarding expressive writing and its beneficial effects, creating annotations of their readings.

2. Students will explore the uses of expressive writing in a personal journal as part of a regimen of personal growth and development by reading course materials.

3. Students will transform their personal writing into other genres, including fiction, creative non-fiction, and poetry, through the creation of a class project in a course portfolio.

4. Students will review and respond to their peers personal writing projects during in-class peer reviews and workshops.
5. Students will publish a selection of their public works into a class magazine.

Required Texts

Course Requirements

Personal Academic Notebook
You will be required to keep a personal academic notebook. This is a personal learning tool, but you will be required to include these three primary components in your Notebook:

Reading Annotations¹
An annotation of course reading material is a process of reflectively engaging with the material and pondering it, asking yourself what you learned and how you see it applying to your study of poetry/journal therapy. Your annotations will be not less than one and not more than two typed pages. You will write 14 annotations this semester.

Questions you might use (but are not limited to) to structure your thinking as you prepare to write annotations:
- What was the predominant learning in this experience?
- What surprised me? What didn’t I know, or what did I see in a new light?
- Where was I especially engaged? What did I underline, resonate with, or say “aha” about?
- How might I use this information in my personal and/or professional life?

Reflection Pieces
As part of this class, you will be asked to respond in writing to poems (or other materials) using the particular journaling technique presented in class. These will be known as “writes.”

¹ Adapted from the work of Kathleen Adams, Center for Journal Therapy. [www.journaltherapy.com](http://www.journaltherapy.com). Many thanks!
After finishing the “write,” I will ask you to write at least a one-page (typewritten) reflection piece on your writing process. A reflection piece is pondering on the writing process you just engaged in. For example, what did you become aware of as you wrote? What was going on in your body? What writing ideas came to mind as you wrote this particular piece? Were you surprised by anything? Disappointed? Delighted? You are free to write about anything and everything you might feel or notice, as long as it focuses on the process itself.

You will be handing in your reflection piece, not your initial write. If you’d like, I’d be happy to read your initial write. However, I will not be commenting on what you wrote, only the reflection piece. By the end of the semester you will have written 14 reflections.

Private Journal
I will ask you to buy a private journal for use in this class (as well as in your personal life). As we learn various writing techniques to use in your journal, I will ask you to create your class “writes” in your private journal and then “report out” through your reflection pieces. I will expect you to bring your private journal to each class, but I will never ask you to share its content with me or any one else in the class, nor will I collect it to read like I will be reading annotations and reflection pieces. I will, of course, read selections from your private journal if you ask me to, but that will always be your choice, not mine. An important part of the class involves learning how to keep a private journal private even while using it for more public purposes.

Individual Project Portfolio
Individual projects must be one of two predominant types: either a documented academic paper of 10-15 pages that explores a theme presented in course readings and discussions, or an anthology of personal writing (10-15 pages) that may include fiction, creative non-fiction, and poetry or some combination of these genres. In either case, each individual project must be negotiated with me, and evidence of process will be required in the project portfolio. The project portfolio will include a cover letter, all significant drafts and feedback, and the final edited version of the project.
Class Magazine
We will assemble a class magazine at the end of the semester. You will be expected to contribute both a piece (or pieces) of writing and time & effort. You will also be expected to buy a copy of the magazine.

Grading Policy

Your course grade will be determined by the following proportions:

- Personal Academic Notebook (45%)
  (must include all 14 reading annotations and all 14 reflection pieces)
- Class Project Portfolio (30%)
- Participation in Class Magazine/e-zine (15%)
- Course Reflective Essay/Letter (10%)

Grading Scale
100-90% = A
89-80% = B
79-70% = C
69-60% = D
below 60% = F

Attendance
You will be permitted to miss the equivalent of one week of class (two classes) without penalty. Each unexcused class absence thereafter will result in a two-point attendance penalty that will be subtracted from the total points earned at semester’s end. I will free to cross your name off the class attendance sheet if you waltz out early.

Plagiarism
Plagiarism is academic theft—the unlawful stealing of another’s ideas—and is a serious academic crime. The highest standards of academic honesty are expected of students (and faculty). All forms of academic dishonesty and incivility are taboo in this course: including, but not limited to, plagiarism, signing attendance sheets for others, cheating on tests, handing in others’ work as your own. I will adhere to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without opportunity to redo the work.
Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Students with Disabilities
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in CCH 116,119, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Grade Appeal Process
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Course Syllabus (Subject to Change)

Week 1
12 January
Class 1 Course Introductions, achievement requirements, syllabus

Week 2
17 January
Class 2 Read & annotate Pennebaker, 1-56. Annotation 1 due

19 January
Class 3 Read & annotate Adams, 3-68. Annotation 2 due

Week 3
24 January
Class 4 Read & annotate Pennebaker, 57-103. Annotation 3 due

26 January
Class 5 Adams, Springboards, 71-78
Adams, Character Sketch, 79-86 Write1--> Reflection 1 due
Write 2-->Reflection 2 due

Week 4
January 31
Class 6 Read & annotate Pennebaker, 104-152. Annotation 4 due

February 2
Class 7 Adams, Clustering, 87-93
Adams, Captured Moments, 94-101 Write3--> Reflection 3 due
Write4--> Reflection 4 due

Week 5
February 7
Class 8 Read & annotate Pennebaker, 153-197. Annotation 5 due

February 9
Class 9 Adams, Dialogue, 102-122 Write5--> Reflection 5 due

Week 6
February 14
Class 10 Read & annotate DeSalvo, 1-66. Annotation 6 due

February 16
Class 11 Adams, Lists, 123-137
Adams, Stream of Consciousness, 138-147 Write6--> Reflection 6 due
Write7--> Reflection 7 due
**Week 7**
February 21
Class 12 Read & annotate DeSalvo, 69-131. Annotation 7 due

February 23
Class 13 Adams, Steppingstones, 148-157 Write8--> Reflection 8 due

**Week 8**
February 28
Class 14 Read & annotate DeSalvo, 132-150. Annotation 8 due

March 1
Class 15 Adams, Time Capsule, 158-166
Adams, Topics du Jour, 167-171 Write9--> Reflection 9 due
Write10--> Reflection 11 due

**Week 9**
March 6
Class 16 Read & annotate DeSalvo, 153-216. Annotation 9 due

March 8
Class 17 Adams, Unsent Letters, 217-179 Write11--> Reflection 12 due

**Week 10**
March 13
Class 18 Read & annotate Murray, 1-54. Annotation 10 due

March 15
Class 19 Adams, Perspectives, 180-188 Write12--> Reflection 12 due
Adams, Dreams & Imagery, 189-202 Write13--> Reflection 13 due

**Week 11**
March 20
Class 20 Read & annotate Murray, 55-76 (the essay). Annotation 11 due

March 22
Class 21 Read & annotate Adams, 203-234 Write14-->Reflection 14 due

**Week 12**
March 27
Class 22 Read & annotate Murray, 77-100 (fiction). Annotation 12 due
March 29  
Class 23 Fiction Writing Workshop

**Week 13**  
April 3  
Class 24 Read & annotate Murray, 101-122 (poetry)  
Annotation 13 due

April 5  
Class 25 Poetry Writing Workshop

**Week 14**  
April 10  
Class 26 Read & annotate Murray, 123-157.  
Annotation 14 due

April 12  
Class 27 Peer Project Workshop 1  
Magazine Workshop 1

**Week 15**  
April 17  
Class 28 Peer Project Workshop 2  
Magazine Workshop 2

April 19  
Class 29 Peer Project Workshop 3  
Magazine Workshop 3

**Week 16**  
April 24  
Class 30 Peer Workshop 4  
Magazine Workshop 3

April 26  
Class 31 Putting The Course Portfolio Together  
Creating a Course Reflection

**Week 17**  
May 1  
Class 32 Class Magazine Authors Tea/Celebration

**Note:**  
Course Project Portfolio and Course Reflection will be due at the published exam time for this course slot.