Course Meets
Tues/Thur – 3:30-4:45 p.m., O’Connor Bldg 222

Required Texts and Materials

A Dialectical Journal. This may be anything you like, bound or unbound, plain or fancy, handwritten or computer-generated, as long as you use it. Access to a printer to print peer workshop submissions and your own work. Daily access to the internet, including Blackboard online.

Course Design and Objectives

This course is designed as a continued introduction to the discipline and art of creative writing and is a core course for the Minor in Creative Writing. This writing intensive course invites students from a diversity of creative writing background and experience, from the beginner to the more advanced. The course continues to develop students’ skills as writers and critics of fiction, creative non-fiction, and poetry in a studio workshop environment. Students will practice writing in each major genre, and will also choose one genre on which to focus their craft and subject matter as well as develop their own unique voice. Students with hybrid creative on-going projects, such as graphic narratives, memoir-verse, photojournalism, etc, are encouraged to attend to use this space and peer-review environment to develop their projects. Assessment via end-of-semester portfolio. No prerequisites.

Student Learning Objectives

Upon successful completion of the course, students will be able to

• critique the work of their peers, using specific, helpful, and appropriate critical language;
• revise their own work, using written and oral critical comments from their peers;
• produce a portfolio of original work that demonstrates basic fundamentals of the craft of fiction, creative non-fiction, and poetry, as well as a clear writing process for each included piece, from early draft submitted to the workshop to the final revised version.

Course Requirements and Grade Distribution

Grades will be determined according to the following percentages for each component of the course requirements: Professionalism: 10% | Final Portfolio: 40%
Facilitations: 20% || Written Responses/Exercises: 10% || Dialectical Journal 20%

While this isn't a class that calls for tests, papers, or other, more usual academic evaluation methods, it does ask of you a high degree of *professionalism*. You will be expected to be in class **on time** at the start of each class period, to do every assigned reading and to be fully prepared to discuss every reading assignment and piece of your peers’ submitted work throughout the semester, **whatever else is going on in your life**! A workshop only works if all its participants are willing to give, and to be engaged with the group at all times.

• You will submit pieces to the workshop three times during the semester, one time in each of three separate “rounds.” Each time you come up, you will submit a maximum of fifteen pages of prose (double-spaced) or one long poem or one to three shorter poems. Don’t submit too much, don’t submit work that you have not written, and don’t submit a piece of work that you don’t genuinely want feedback on.

• You must post your work onto Blackboard **no later than** one class period before your work is to be considered.
• You will also facilitate discussion (i.e. be a primary respondent **three** times during the semester: you will be responsible for starting the discussion of a submitted piece of work by giving us your carefully considered evaluation of the piece.
• You must respond in writing to **all** works submitted to the workshop, **even if you miss class**.
• All responses must be done **before** class, though you may add to them in class if you have further thoughts.
• You should respond on the work itself, both by jotting notes where appropriate on the text itself, and by writing an endnote suggesting strengths and weaknesses, possible avenues of revision, etc. Please assume that what you are reading is a work-in-progress, and that the author wants helpful feedback.
• Whether you “like” or identify with the subject matter of your peers’ works is not really important. It’s your comments on the more practical and/or technical aspects of the submitted piece(s) that will most help the author revise. The weight of our discussions will be on construction and effect, not on the (un)suitability, political slant, personal value, therapeutic nature, implied insult, etc., of the content.
• All responses **must** be signed.
• These responses should be handed to the author after we have considered his/her piece. I will ask for a certain group of responses each week, and I will then return them to the author.
• Points will be assigned as follows: 2=good, 1=ok, 0=not done or late.
• You are expected to attend every class, and to be there on time, unless you have a remarkably good excuse. If you do miss a class, **you** are responsible for finding out what you missed, **and for** getting hold of the pieces for the next class. If, without notifying me in advance, you do not turn up to class on the day your work is to be discussed, or on the day you are to be a primary respondent, you will lose 5 percentage points off your final grade.
• Any form of plagiarism will result in an automatic 'F' and expulsion from the class.
• At the end of the semester, you will submit an electronic portfolio of original work to me, which must have been written, or at the very least extensively revised, during this semester, and which must contain:
  * a critical reflection
  * fiction and poetry (or fiction, non-fiction, and poetry)
  * evidence of drafts and revisions
  * most significant exercises and dialectical notes

Your portfolio will be graded on its evidence of the work you have put into the course, the results you have achieved, and on the self-assessment of your work and your progress.

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**My Course Policies**

**Professionalism:** (10%)  
Your professional conduct is an urgent part of what will help you and our community of learners in this course successful. In other words, you are one of the parts that make the whole. Your professional contribution to our community of learners requires your attendance, daily preparation, participation, and interaction. Participation in physical and virtual class discussions is an important part of this course. This course sees professionalism as the ways you prepared, contributed to/engaged in the processes of reading, writing, organizational work, collaborative work, online and face-to-face discussions and inquiry, peer-draft reviewing, drafting, revising, and critical thinking.

You need to plan to attend every class, be in class on time, and stay until the end of class. Bring your dialectical journal and be prepared to stay engaged by taking notes. No cell phones shall be visible or audible during class period (unless you have a child, elder, or other family member with special needs, under your care, in which case you may have your phone on “vibrate”). I urge you to utilize time management! Use a planner, and schedule time and space to read and write with this course as a guide, and develop your skills as a creative writer. Discover your best and favorite physical environments, rituals, and accoutrements for your own most efficient, focused reading and writing. The old Procrastination Devil is a smooth operator. Be a step ahead of him/her.

**Blackboard Policy**  
You are responsible for checking our course on Blackboard every day. Check Announcements, for daily assignments and messages from me.

**Establish Partnerships and Communicate:** Make a pact with at least two colleagues in your group to stay in contact about the course in the event of one’s absence. You are encouraged to take responsibility for each other and for information missed. If you are absent, make sure a colleague picks up necessary handouts, worksheets, and takes careful notes and gathers information for you. Again, always check Blackboard.
E-Communication Policy

- The best way to contact me is through my email address: robin.carstensen@tamucc.edu.
- I will respond to professional emails that include your subject and class section in the Subject Heading, address me by my professional title, and offer your signature.
- I will respond to email within 24 hours between 9 a.m.-9 p.m., M-F.
- Though I do respond to e-mails from students who have very specific questions, I never respond to tweets, instant-messages, badly misspelled, and vague, unprofessionally addressed e-mails or text-messages, such as “hey, slept thru alarm. what’d i miss?”
- If you need an appointment with me outside of my office hours, please ask me after class or email me.
- I do not accept Skype/Facebook/Linkedin friend requests (until graduation).

Absence Policy: It is impossible to earn an A after four absences, and very unlikely to earn a B after seven absences. So, try to save your absences for unexpected illnesses and crises (i.e., don’t use them all up recuperating from all-night festivities). Typically, an “A” student exemplifies outstanding community professionalism and self-initiative.

Late work Policy: In the case that a document is turned in or posted late with no prior arrangement with me, that document’s grade will be lowered ten percentage points for each class meeting that the student fails to turn it in. If the student has made arrangements with me prior to class, due to job, sports team travel or family crisis, late work may be accepted with no grade penalty.

Extra Credit: I encourage you to attend literary events, performances, and lectures within and around the campus community. To that end, I award you extra credit for attending a literary, creative, and/or performance-based event, in full, and typing at least a two-page detailed reflection, using literary concepts and vocabulary that you are learning in class. I announce these events on Blackboard and in class, and welcome your own announcements of such events hosted by any student organizations and extracurricular groups in which you are active.

Grading Standards

A (90%-100%): Outstanding work. An A document superbly addresses all components of the assignment. It clearly and logically expresses and develops an idea for a particular audience in an interesting way. A writing is highly polished and generally contains no errors in the use of English.

B (80%-89%): Very good work. A B document does a better than average job of addressing all components of the assignment. It expresses and develops an idea in a clear, logical way, and it is well adapted to the needs of its intended readers. B writing contains few or none of the common errors in the use of English. The professional appearance of B work is generally neat and polished.

C (70%-79%): Competent work. A C document manages to address most of the components of the assignment and develops an idea for its intended readers, but does little to create a positive or
lasting impression on them. C writing avoids serious errors in the use of English. The professional appearance of C work is acceptable but unremarkable and needs revision, polish, or redesign.

D (60%-69%): Unsatisfactory work. A D document is flawed by one or more of the following: insufficient attention to the assigned task and its audience, poorly developed ideas, inaccurate information, errors in the use of English.

F (50%-59%): Unacceptable work. An F document is flawed by one or more of the following: failure to accomplish the assigned task and adapt to its audience, failure to develop an idea, serious errors in the use of English language.

Texas A&M University-Corpus Christi Policies

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in (be clear about consequences here).

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Nov. 7th is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Our goal is to provide you with a high quality educational experience that is free from repression. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program
may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals**

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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**Statement of Academic Continuity**

Recommended text or compose your own] In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Academic Advising:** It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: http://www.tamucc.edu/academics/advising.php
Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: http://www.tamucc.edu/~aac

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.

Recommended for ENGL major undergraduates

**Reminder to English Majors:** As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**Student Resources**

**The Center for Academic Student Achievement (CASA):** The Writing Center of CASA provides free writing instruction to any student interested in improving his/her writing abilities. Tutors will assist you with all aspects of writing. The Writing Center’s purpose is not to correct or proofread your drafts but to help you learn strategies that good writers use during the processes of writing. You may visit the Center for assistance with a writing project for any of your classes. It is located in the Glasscock Building (825-5933).

**University Counseling Center**

We all encounter stress, problems, and difficult decisions in our daily lives. Sometimes, these problems may seem overwhelming or it might be difficult to talk about certain issues with your friends or family. The University Counseling Center is available for all students enrolled at TAMUCC. Students seek counseling for a multitude of reasons and the University Counseling Center offers individual therapy, group counseling, psychiatric services, psychological testing, consultation, outreach services, alcohol and drug education and prevention programs, and personal skills training. If you are in need of counseling services or just someone to talk to, please call or visit the University Counseling center at (361) 825-2703 in the Driftwood Building. Visit: http://counseling.tamucc.edu for more information.
For the Schedule, see Blackboard Announcements for daily updates.

Syllabus Fall 2014

Week 1
August 28th Course introductions.
Suggested creative writing techniques and materials—1.
Sign up for Round 1 of the Workshop.

Week 2
Sep. 2nd: Suggested creative writing techniques and materials—2.
Bring copies of work for Round 1, Workshop 1, for next class
Sep 4th: Begin Round 1, Workshop 1.

Weeks 3-15: Workshop Sessions
Begin Round 2 Workshops when Round 1 has been completed
(meaning each author has submitted to the workshop *once* and each workshop
member has been a primary respondent *twice*).
Begin Round 3 Workshops when Round 2 has been completed
(meaning each author has submitted to the workshop *twice* and each
workshop member has been a primary respondent *twice*).

No Workshops Thanksgiving: November 27th.

Week 16
Dec 2nd/ Tuesday: Last Class