English 4330 Syllabus

Summer I 2017: English 4330.001: Creative Writing Workshop I

Days: MW | Class Times: 6:00-9:45 | Classroom: BH 126

Instructor: Tom Murphy
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Office Hours: MW 4:00-5:30 or by appointment

Catalog Course Description: English 4330 is designed as an introduction to the discipline and art of creative writing (for an audience) 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 develops students' skills as writers and critics of fiction, creative non-fiction, and poetry in a 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. Assessment via peer responses, journal, and end-of-semester portfolio.

ENGL 4330 Outcomes: The two learning goals listed below describe the specific kinds of learning that ENGL 4330 faculty members expect you to achieve during the semester. This learning includes knowledge about yourself as a writer, your knowledge about the act of writing, and your abilities to use writing. For each of the goals, we expect you to expand your learning, building on what you know and know how to do at the beginning of the semester. Students' portfolios will demonstrate the extent to which they have achieved the following outcomes:

1. demonstrate knowledge of various literary techniques through written exercises that employ these techniques;
2. write original works that employ appropriate and varied techniques from the range available to the “creative” writer in:
   a. short fiction,
   b. creative non-fiction,
   c. poetry.

Habits of Mind

English 4330 will continue the development of the eight habits of mind that are essential to students’ success in all writings (The Framework for Success in Postsecondary Writing):

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

**English 4330 Textbook and Materials**

- A notebook (electronic notebook, laptop, iPad, or paper notebook for exercises and journaling). (Required)
- Access Islander account, Blackboard, and One Drive. (Required)

**Course Requirements and Grade Distribution**

Grades will be determined according to the following percentages for each component of the course requirements:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Contents</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Journal</td>
<td>Observations &amp; ideas</td>
<td>20%</td>
</tr>
<tr>
<td>Daily</td>
<td>Professionalism</td>
<td>Prepared &amp; Engaged</td>
<td>10%</td>
</tr>
<tr>
<td>Three Times</td>
<td>Primary Responses</td>
<td>Primary Respondent/Facilitation</td>
<td>15%</td>
</tr>
<tr>
<td>Daily</td>
<td>General Peer Responses</td>
<td>General Respondent to all works</td>
<td>15%</td>
</tr>
<tr>
<td>June 30th</td>
<td>Writer’s Presentation: A Reading</td>
<td>Present your own writing</td>
<td>10%</td>
</tr>
<tr>
<td>June 30th</td>
<td>Writer’s Portfolio</td>
<td>Poetry, Fiction &amp; RO 10% each</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Journal: (20%)**

Writers read and keep some form of a journal or notebook. Every class I will assign readings and exercises from Johnson’s text, and from digital media and other material. I’ll ask for you to respond to my prompts in your journal—sometimes in the Discussion Forum on BB. You will want to “tune-in” to the sensory world and write down your observations, thoughts, and ideas for stories and poems as you think of them. Try to get in the habit of writing at least one paragraph a day in your journal when you’re not writing an exercise or responding to a prompt or video clip. If you carry your journal around, you can jot notes down throughout the day. I will collect/check journals bi-weekly during the semester. I’ll announce beforehand.

**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.
Participation in physical and virtual class discussions is an important part of this course. This course sees professionalism as the ways you prepared (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), contributed to/engaged in the processes of reading, writing, collaborative work, online and face-to-face discussions and inquiry, peer-draft reviewing, drafting, revising, and critical thinking. Reading quizzes will count toward professionalism. **You need to plan to attend every class, be in class on time, and stay until the end of class, no matter whatever else is going on in your life!** Check Announcements for daily assignments and messages from me.

**General Workshop Procedures**

A workshop only works if all its participants are willing to be engaged always.

**Submitting to Workshop**

- You will submit at every week during the semester. We will workshop each class.
  - submit a maximum of eighteen pages of prose (double-spaced) or
  - one long poem or two shorter poems (3 haikus/tankas as a shorter poem).
- You will submit an original piece that is *as crafted and well-developed as possible, applying the principles that we read and discuss in class*. Your purpose is to get feedback on your best work.
- You must post your work onto Blackboard no later than two days before your work is to be considered. That is, post Saturday or Monday by 6pm, it will be discussed the following Monday or Wednesday.

**Responding to Workshop (30%)**

- **Primary Responses**: (15% of Course Grade): 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.
- **General Peer Responses**: (15% of Course Grade): You must respond in writing to all works submitted to the workshop, even if you miss class. Each workshop, I’ll collect randomly from three general responses.
  - All responses must be done before class, though you may add to them in class if you have further thoughts.
  - Responses should be very specific and techniques-based, not reactionary-based. Guidelines and examples are forthcoming.

**Writer’s Presentation: A Reading (10%)**

- Final Exam Reading, Friday June 30th 6:00-9:45

**Final Portfolio (30%)**

- The Poetry Section (10%)
- The Fiction Section (10%)
- Reflective Overview (RO) (10%)
• 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.

Course Policies

Attendance
You are expected to come to class every day prepared and with required materials. Your in-class participation grade will be determined by various activities and assignments in Professionalism, including but not limited to peer review of drafts, and group discussions. In-class work cannot be made up.

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. 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.

In-class Conduct
In general, treat each other and the instructor with respect and follow standards of common courtesy. Here are a few specifics:
• Please turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class.
• Do not use your time in English 1302 to work on assignments for other classes.

Writing Center
The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Visit http://casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

Late Work/Extensions
If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to complete or turn the work in late. The approval of an extension is entirely at my discretion and will depend on the reason for your absence, your record of completion of work,
and attendance. All extensions must be confirmed by email.

**Academic Honesty/Plagiarism**

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the expectations and conventions for particular situations. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Disability Services**

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, Room #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.

**Grade Appeal Process**

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, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the College of Liberal Arts Associate Dean’s Office.

**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. 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. Please be aware that you are allowed 6 drops in your entire undergraduate career, so these decisions must be made carefully. **Friday June 16th** is the last day to drop a class with an automatic grade of “W” this term.

**Provisional Course Outline**
http://englishwiki.tamucc.edu/wiki/Murphy/4330SI17Schedule
Please visit the schedule regularly for the most updated plans and deadlines.
Instructor: For important dates:

**Important Due Dates EVERYDAY!**

**Submitting Documents** - all documents to be uploaded to blackboard.