

**Carleton University**  
**Winter 2023**  
**Department of English**  
**ENGL 1500B: Introduction to Creative Writing**  
**Lecture: Mondays @ 11:35-12:55 in Tory Building 210**  
**Assigned Workshop: Mondays 1:05-2:25 or 2:25-3:55**  
**IN PERSON**  
**Instructor: Nadia Bozak**  
**Email: [nadia.bozak@carleton.ca](mailto:nadia.bozak@carleton.ca)**  
**Office Hours: by appointment, Dunton Tower 1918**

**Important Notes:**

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar (<https://calendar.carleton.ca/academicyear/>).

Please check your email each morning before coming to class in case we need to shift a session to Zoom due to health or weather.

The information in this course outline may be subject to change in response to evolving public health guidelines related to the COVID-19 pandemic.

**Course Description:**

This course is designed for students of any academic discipline or level who have an interest in creative writing. Students who have experience writing on their own, in workshops, or in courses such as Writers Craft are just as welcome in this course as students who have never written creatively but are curious to try it out. Over the semester students will engage with exemplary texts by published writers in such genres as short story, creative nonfiction, and poetry. Students will also write prompts in these genres and workshop them weekly with a small peer-editing group.

The weekly schedule is divided into:

- A lecture/discussion with the instructor on weekly topics
- Assigned readings on weekly topics
- Assigned writing prompts and reflections submitted for grading (see the schedule below for due dates)
- A workshop (led by a tutorial assistant or the instructor, wherein students write, share, respond to, discuss and revise assigned prompts and complete in-class writing exercises)

**Learning outcomes:**

By the end of this course, students should be able to:

1. Produce polished creative-writing pieces in multiple genres (poetry, short story, creative nonfiction).
2. Engage with literary texts as writers and speak about these same texts as writers (rather than as readers or scholars).
3. Discuss writing effectively, employing key terms such as “voice” and “character” for fiction, “image” and “rhythm” for poetry.
4. Revise their own creative work and respectfully and constructively comment upon the creative work of their peers.

**Required texts:**

Each week we will read creative writing and/or an essay on the weekly topic(s). These readings are available on ARES (a digital repository of class readings made available through MacOdrum library). Using Brightspace, students will access Ares, download and read the assigned readings, and be prepared to discuss the readings during lectures, workshops, and/or comment on the readings in the reflection statements that accompany prompts.

**Evaluation and Assignments (please see Brightspace, “Assignment Descriptions” Module for more details:****1. Writing Prompts and Reflection Statements = 5 x 12% each = 60%**

Students will respond to an assigned writing prompt in advance of the workshops (and come to the workshop prepared to share their writing prompt with a small group of peer-editors. Students in each peer-editing group will take turns listening to/reading each other’s work and also providing constructive comments. It is up to each student-writer to make notes of comments received as you will need these to revise your work. You will also need to summarize these comments in your reflection statements. There is also a reading question included in the reflection component. **Bringing your assignments to workshops in the form of 3-4 hardcopies to distribute is highly recommended.**

## 2. Final Assignment and Reflection = 20%

Students will look back over their writing assignments and choose **two** to revise and submit for final grading. There will also be a final reflection statement and reading question.

Guidelines and marking rubrics will be posted on Brightspace; due dates are posted on the weekly schedule below.

## 3. Writing Journal = 10%

The first component of each workshop will be spent completing in-class writing exercises. These exercises will correspond with the weekly topics covered in the lecture and, if applicable, can be developed into the formal writing assignments submitted for grading.

Each exercise should be submitted within 24-hours of the workshop in which it was assigned. There will be ten journal entries (but each entry may be comprised of more than one exercise). Students who miss a writing exercise due to illness or other extenuating circumstance may contact their TA or the course instructor to request the exercise.

Students may be asked to complete a self-declaration form.

## 4. Workshop Participation = 10%

Participation is based on attending workshops regularly, participating in group discussions, coming to workshops prepared (i.e. with a draft of writing to share with your peers), and the overall demonstration of respect for and participation in the workshop process.

**Late assignments = -2% per day. Please contact the instructor for an extension.**

### Weekly Schedule

<b>Date/Topic</b>	<b>Readings</b>	<b>Work Due</b>
<b>Week 1: Jan. 9</b> Course outline; Brightspace; ARES; what is a workshop?  Short-form and flash fiction	Sandra Cisneros, "Papa Who Wakes Up Tired in the Dark" Raymond Carver "Popular Mechanics"	Attend workshops, getting acquainted, workshop etiquette, in-class writing exercises.
<b>Week 2: Jan. 16</b>		

Thinking critically about creative writing. Why and how is it taught in universities? Whose voices are heard and whose are not?  Getting Started: Tips <u>Prompt #1 assigned</u>	Matthew Salesses, “Pure Craft is a Lie” Anne Lamont, “Shitty First Drafts” Flash fiction examples	Attend workshops, getting acquainted, in-class writing exercises. <b>Possible BAL visit</b>
<b>Week 3: Jan 23</b> Description/ Writing with the Senses/ Character	Walter Mosley, “Description as Poetry;” “Working with Character in a Hail of Words”  <b>TBD</b>	Bring Writing Prompt #1 to workshops for peer-editing In-class writing exercises <b>Possible BAL visit</b>
<b>Week 4: Jan. 30</b> Voice, Point of View, Setting  <u>Prompt #2 assigned</u>	Chimamanda Adichie “The Thing Around Your Neck”  Thomas King, “Borders” (time permitting, or covered in Week 5)	Bring Writing Prompt #1 to workshops for peer-editing. In-class writing exercises Prompt+Reflection #1 to be submitted by Wed. Feb 1 at 11:59 PM
<b>Week 5: Feb. 6</b> The Power and Perils of Storytelling	Thomas King, <i>The Truth about Stories</i> (excerpts; time permitting or covered in Week 11)	Bring Writing Prompt #2 to workshops for peer-editing In-class writing exercises
<b>Week 6: Feb. 13</b>  Creative Nonfiction #1: The Role of the Author / Researching Your Own Life <u>Prompt #3 assigned</u>	Philip Lopate, “Writing Personal Essays: On the Necessity of...” David Sedaris, “Today’s Special”: <a href="https://www.youtube.com/watch?v=gsMkEGBofe8">https://www.youtube.com/watch?v=gsMkEGBofe8</a> Ivan Coyote: “Pink Shirt”: <a href="https://www.youtube.com/watch?v=QhMuLzMHXok">https://www.youtube.com/watch?v=QhMuLzMHXok</a>	Bring Writing Prompt #2 to workshops for peer-editing In-class writing exercises. Prompt + Reflection #2 to be submitted by Wed. Feb 15 @ 11:59 PM
<b>Week 7: Feb. 27</b> Creative Nonfiction #2: Writing in Scenes/Figurative Language	Ivan Coyote, “Not My Son” in <i>Tomboy Survival Guide</i>	Bring Writing Prompt #3 to workshops for peer-editing; in-class writing exercises.
<b>Week 8: Mar. 6</b> Poetry #1: “Word Images” and learning from elements of fiction	Kevin Clark, “Words That Paint, Colors that Speak” Tania Hershman “Let Me Try on Your Toolbelt” (time permitting) Lorna Crozier, “Fear of Snakes”	Bring Writing Prompt #3 to workshops for peer-editing; in-class exercises/journal sub.

<u>Prompt #4 and #5 assigned</u>	Patrick Lane, “The Man”	Prompt+Reflection #3 to be submitted by Wed. Mar 8 <sup>th</sup> @ 11:59 PM
<b>Week 9: Mar. 13</b> Poetry #3: Poetry, Society, Activism	Yi Lei, <i>My Name Will Grow Wide Like a Tree</i> (selections) Yusef Komunyakaa, “Facing It” Tania Hershman “Let Me Try on Your Toolbelt” Additional poems may be made available in class.	Bring Writing Prompt #4 to workshops for peer-editing; in-class exercises. <b>CUAG visit</b>
<b>Week 10: Mar. 20</b> Poetry, continued.	poems TBD	Bring Writing <u>Prompts #4 and #5</u> to workshops for peer-editing. In-class exercises. Prompt+Reflection #4 to be submitted by Wed. Mar 22 @ 11:59 PM
<b>Week 11: Mar. 27</b> Storytelling and “the truth about stories”	Thomas King continued	Bring Writing Prompt #5 to workshops for peer-editing; in-class writing exercises Prompt #5 to be submitted by Mar. 29 @ 11:59 PM
<b>Week 12: Apr. 3</b> In-class reading	In-class reading	In-class reading
<b>Week 13: Apr. 10</b> <b>In-class work period</b>	<b>In-class work period</b>	<b>In-class work period</b> Final assignment due April 12

Note Well:

- **Course Content:** Apart from the grading and assessments, the course schedule and delivery methods may change according to flow of the course and the amount of time it takes to best deliver the course content to students. Students will receive advance notice of any changes.
- **Writing Expectations:** Students are expected to write prompts and reflections etc. in language that is grammatically correct, properly formatted, as well as respectful and appropriate (and grading will reflect this). Please, no slang or short forms (LOL, etc.), and always consider and respect the life experience and position of your peers, your instructors, and your readers at large when you make a post or submit writing for grading. Students who need assistance with grammar and writing fundamentals will

be advised to seek out Writing Services for assistance with proofreading and editing <https://carleton.ca/csas/writing-services/>. The instructor wants students to succeed in this course and will guide, direct, and provide support, within reason, in all aspects of the course.

- **Prompt Content:** Please remember that you are sharing your writing with your workshop peers and your instructor and/or TA. If you are considering submitting writing that could be potentially triggering for the reader, please email the instructor well in advance to determine if your writing can be shared in the workshop. Please note that the instructor will do her very best to make this course a safe space for all students and all TAs and does encourage students to be open and honest in their writing and comments. However, she cannot always control or oversee all of the writing that is shared or comments made, therefore students need to be aware that delicate/triggering content *might* emerge. Please be thoughtful and check in with the instructor if you are in doubt. Please do not share write about your own personal traumas.

Potentially triggering content includes descriptions of abuse (physical, sexual, emotional) or suicide. The use of sexist, racist, homophobic, ageist, ableist, or other discriminatory comments, depictions or language should not occur in your writing.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous

investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

### **Information on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

**Masks: Carleton has paused its mandatory mask mandate as of June 25, 2022.** Even though masks will no longer be mandatory, **we continue to strongly recommend masking when indoors**, particularly if physical distancing cannot be maintained. For more information please visit <https://carleton.ca/covid19/policies-and-protocols/mask-policy/>.

**Vaccines:** While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **VIII. Statement on Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/> • Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **X. Requests for Academic Accommodations**

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

### **Survivors of Sexual Violence**



As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>