Carleton University

Fall 2021

Department of English

ENGL 1500A: Introduction to Creative Writing

Lecture: Monday, 10:05-11:25

Assigned Workshop: Monday 11:30-1 <u>or</u> 1-2:30

Format: Online (Blended)

Instructor: Nadia Bozak

Email: nadia.bozak@carleton.ca

Office Hours: by appointment

This online blended course involves both asynchronous and synchronous components.

Asynchronous: students will watch pre-recorded video lectures, engage in optional online discussion forums, complete reading and writing assignments they will post to cuPortfolio.

Synchronous: students will attend lectures/discussions and workshops (on Zoom) either with the instructor or TA (see your timetable/Course Calendar for the time of your scheduled workshop).

Asynchronous lectures will be hosted on Zoom. They will be recorded but not posted. However, students who have missed a lecture due to illness or other extenuating circumstance can access a recording of the lecture upon request. Workshops will not be recorded/posted.

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, poetry, and the podcast. Students will also write weekly prompts in these genres and workshop them weekly with a small peer-editing group.

The weekly schedule is divided into:

- A lecture by the instructor on weekly topics
- Assigned readings and lecture videos on weekly topics
- Assigned writing prompts and reading responses posted to cuPortfolio for review and/or 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)

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 non-fiction, the podcast).
2. Engage with literary texts <u>as writers</u> and speak about these same texts <u>as writers</u> (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 Bright Space, students will access Ares, download and read the assigned readings, and be prepared to discuss the readings during Zoom meetings and/or write assigned "reading responses" to them.

Evaluation and Assignments:

1. **Reading Responses**

5 responses x 4% each = 20%

Students will choose five designated readings from our weekly readings and write a response to each (using a set of guided questions revealed in the lecture/discussion and then posted by the instructor on Brightspace). The reading responses will be informal, focused on content more than style, and take the form of a journal entry of approximately 250 words. Reading responses will be posted on cuPortfolio. Guidelines and marking rubrics will be posted on Bright Space; due dates are posted on the weekly schedule below.

2. **Workshop Prompts and Reflections = 8 x 5% each = 40 %**

Students will respond to a weekly writing prompt in advance of the workshops (held synchronously on Zoom) and come to the workshop prepared to share their writing prompt with a small group of peer-editors in a "breakout room." Students in each peer-editing group will take turns listening to/reading each other's work and also providing constructive comments. <u>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 integrate your comments into your workshop reflection statements.</u>

After each workshop, students will complete a journal entry in cuPortfolio. The journal will contain:

- the prompt you workshopped in the peer-editing breakout room, revised according to the comments you received from you peers (or any other changes you have made)

- 3-4 sentences reflecting on what you learned in the workshop, any plans you have to revise your work, how the lecture or reading material informed your approach to the prompt

- The instructor or TA will respond to your prompt and journal entry within cuPortfolio and will assign a grade according to a predetermined rubric.

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

3. **Final Assignment and Reflection = 40%**

Students will look back over their eight writing prompts (as well as the "Warm-Up Prompt") in their CU Portfolios and chose **three** to revise and submit for final grading.

Each prompt should be of a different genre (a poem, a short story, a nonfiction essay, etc.).
Students will revise and polish their prompts twice, then have a peer, friend, or parent proofread
their prompts for grammar and typos before submitting two drafts of each prompt via Bright
Space. Each prompt is worth 10% (for a total of 30%). There will also be a final reflection
statement worth 10% of this final assignment.

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

4. **Community Discussion Board Participation = Bonus**

   Each week the instructor will pose questions related to creative writing, life at Carleton, news
   stories, etc., facilitating discussion, sharing, and connection among students. The instructor will
   monitor the discuss board over the term. Students who reply constructively and fully (two full
   sentences or more) to at least five posts throughout the term (not just in the final weeks) will have
   four bonus points added to their final assignment's grade. Participation on the discussion board
   will also enable the instructor to make grading decisions when a student's grade is on a cusp, as
   well as enable the instructor to potentially make referrals for a student later, based on their course
   engagement demonstrated in the discussion board.

   Late Assignments: Students will lose 2% a day for late assignments, including weekends.

Weekly Schedule

**Lectures will all start at the scheduled time unless otherwise specified (in advance). The
instructor will post a consistent Zoom link for the term in Brightspace.

Date/Topic/Lecture Style	Readings	Work Due
Week 1: Mon. Sept. 13 Course outline; Brightspace; ARES, CU Portfolio; what is a workshop? Short-form writing.	Sandra Cisneros, *House on Mango Street* (selections) Jamaica Kincaid, "Girl" Raymond Carver, "Popular Mechanics"	Attend workshops, get started on "Warm-Up Prompt" "About Me" to be posted in cuPortfolio by Fri Sept.17 @11:55 PM

Week 2: Mon. Sept. 20 Thinking critically about creative writing. Why and how is it taught in universities? Whose voices are heard and whose are not? Getting Started: Tips	Matthew Salesses, "Pure Craft is a Lie" Louis Menand, "Show Don't Tell: Should Creative Writing Be Taught?" Anne Lamont, "Short Assignments," "Shitty First Drafts"	Bring "Warm Up" prompt to your workshop for peer-editing Post "Warm-up" Prompt to cuPortfolio by Fri. Sept 24 @11:55 PM Reading Response Option #1 to be posted in cuPortfolio by Fri. Sept 24 @11:55 PM
Week 3: Mon. Sept. 27 Description/ Writing with the Senses/ Character	Brandi Reissenweber, "Character: Casting Shadows" Junot Díaz, "Otravida, Otravez"	Bring Writing Prompt #1 to workshops for peer-editing Workshop Reflection #1 to be posted on cuPortfolio by Fri. Oct. 1 @ 11:55 PM Reading Response Option #2 to be posted in cuPortfolio by Fri. Oct. 1 @ 11:55 PM
Week 4: Mon. Oct. 4 Voice, Point of View, Setting	Chimamanda Adichie "The Thing Around Your Neck" Thomas King, "Borders"	Bring Writing Prompt #2 to workshops for peer-editing Workshop Reflection #2 to be posted on cuPortfolio by Fri. Oct 8th at 11:55 PM Reading Response Option #3 to be posted in cuPortfolio by Fri. Oct 8th at 11:55 PM
Week 5: Mon. Oct. 18 (Oct.11th is Thanksgiving Monday) The Power and Perils of Storytelling	Thomas King, *The Truth about Stories* (excerpts)	Bring Writing Prompt #3 to workshops for peer-editing Workshop Reflection #3 to be posted on cuPortfolio by Fri. Oct. 22 @ 11:55 PM Reading Response Option #4 to be posted in cuPortfolio by Fri. Oct. 22 @ 11:55 PM
Fall Break Oct.25-29	**Fall Break Oct.25-29**	**Fall Break Oct.25-29**

Week 6: Nov. 1 Creative Nonfiction #1: The Role of the Author / Researching Your Own Life	Philip Lopate, "Writing Personal Essays: On the Necessity of...." Lynn Coady, "Flight of the Wendybird"	Bring Writing Prompt #4 to workshops for peer-editing Workshop Reflection #4 to be posted on cuPortfolio by Fri. Nov. 5th @ 11:55 PM Reading Response Option #5 to be posted in cuPortfolio by Fri. Nov. 5th @ 11:55 PM
Week 7: Mon. Nov. 8 Topics in Creative Nonfiction #2:	Ivan Coyote, *Tomboy Survival Guide* (selections) Menaka Raman, "Immigrant"	Bring Writing Prompt #5 to workshops for peer-editing Workshop Reflection #5 to be posted on cuPortfolio by Fri. Nov. 12th @ 11:55 PM Reading Response Option #6 to be posted in cuPortfolio by Fri. Nov. 12th @ 11:55 PM
Week 8: Mon. Nov. 15 Poetry #1: "Word Images" and Making Comparisons	Kevin Clark, "Words That Paint, Colors that Speak" Lorna Crozier, "Fear of Snakes" Yi Lei, *My Name Will Grow Wide Like a Tree* (selections)	Bring Writing Prompt #6 to workshops for peer-editing Workshop Reflection #6 to be posted on cuPortfolio by Fri. Nov. 19th @ 11:55 PM Reading Response Option #7 to be posted in cuPortfolio by Fri. Nov. 19th @ 11:55 PM
Week 9: Mon. Nov. 22 Poetry #3: Poetry, Society, Activism/ Poetry of Witness	Carolyn Forché, "The Colonel;" Yusef Komunyakaa, "Boat People"	Bring Writing Prompt #7 to workshops for peer-editing Workshop Reflection #7 to be posted on cuPortfolio by Fri. Nov. 26th @ 11:55 PM Reading Response Option #8 to be posted in cuPortfolio by Fri. Nov. 26th @ 11:55 PM

Week 10: Mon. Nov. 29 The podcast.	TBD	Bring Writing Prompt #8 to workshops for peer-editing Workshop Reflection #8 to be posted on cuPortfolio by Fri. Dec. 3rd @ 11:55 PM Reading Response Option #9 to be posted in cuPortfolio by Fri. Dec. 3rd @ 11:55 PM
Week 11: Mon. Dec. 6 Publishing, making a living as a writer, systemic discrimination in literary institutions	TBD	Bring your ideas for your revised prompt assignment to workshops. Your instructor or TA will answer questions about revisions handing in your final assignments next week.
Week 12: Fri. Dec. 10 TBD	TBD	Final Assignments Due Mon. Dec. 6th at 11:55 PM

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, reading responses, cuPortfolio content, and discussion posts etc. in language that is grammatically correct, and properly formatted as well as respectful and appropriate (and grading will reflect this). Please, no slang or short forms (LOL, etc.), and always consider the life experience and humanity of your peers, your instructors, and your readers at large when you make a post or submit writing for grading. The instructor/TA will not be correcting specific grammatical or structural errors in your work, but will make general comments about the objective correctness of student writing. 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 the writing in question well in advance to determine if it 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. Potentially triggering content includes instances of abuse (physical, sexual, emotional), racist, sexist, homophobic, ageist, ableist, or other discriminatory comments, depictions or language. Please be thoughtful and check in with the instructor if you are in doubt.

- **cuPortfolio:** This course focuses on the <u>process</u> of writing creatively and will therefore make consistent use of cuPortfolio as a way to gather and document the evolution of your creative writing in a single accessible place. As the term unfolds and your writing develops, you will see the emergent themes and changes in your writing, and eventually allowing you to reflect upon what you have learned, how much you have improved, and identify the skills you built during your time in this course.

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.

- If you anticipate an adjustment of grades may take place, then you must include an explicit statement to this effect in your course outline.

- Examinations -- including in-class tests, take-home and formally scheduled examinations. Format (essay, multiple-choice, short-answer, other; cumulative vs. non-cumulative; etc.); how students can review their papers; % contribution towards the grade. Note that Deferred Final exams must be identical in format and coverage with the Final they replace.

  N.B. Deferred finals, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. If there are minimum standards that a student must meet to be in good standing, and entitled to write a deferred final exam, these must be stipulated in the course outline.
  N.B. If you intend to request e-proctoring for any online examination, this must be stipulated in the course outline.

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/

Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation (SEE THE NEXT PAGE)

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

Pregnancy 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form.

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 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