

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
<b>Days:</b>	Tuesdays	<b>Instructor:</b>	Cathy Beveridge, BA (English), BEd	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept. 18, 2016
<b>Time:</b>	6:30-9:30 p.m.	<b>Email:</b>	Cathy.Beveridge@ambrose.edu	<b>Last day to request revised exam:</b>	Mon, Oct 24, 2016
<b>Room:</b>	L2100	<b>Phone:</b>	N/A	<b>Last day to withdraw from course:</b>	Mon, Nov 14, 2016
Lab/Tut		<b>Office:</b>	TBD	<b>Last day to apply for time extension for coursework:</b>	Mon, Nov 21, 2016
<b>No Final Exam</b>		<b>Office Hrs:</b>	TBD	<b>Last day of classes:</b>	Mon, Dec 12, 2016

**Textbook:** A Passion for Narrative by Jack Hodgins; McLelland & Stewart, Revised Edition, 2001

Recommended (Optional): Bird by Bird by Anne Lamott

### Course Description:

This course is an introduction to the craft of writing creatively. Genres explored will be determined by student interest, but will likely include creative non-fiction, short fiction, writing for children, and poetry. Students will be required to write, submit, and revise original written works, and to analyze and respond to peer compositions.

**Expected Learning Outcomes:** If you've ever wanted to write, then you're in the right course. You don't have to be an English major because the only prerequisite is a keen desire to experiment and have fun with words, a willingness to risk and respond in a safe tribe, and a commitment to put in the time and energy required to release your own creativity. Whether you want to publish novels, deliver riveting speeches or record your memoirs, this course will give you the tools and strategies to start, and allow you to enhance your creative writing skills.

By the end of this course, students will:

1. Gain insight into the creative process and their potential as creative writers by engaging in regular, sustained writing practice.
2. Better understand the craft of composition and be able to articulate and use specific composition tools and strategies.
3. Demonstrate effective analytical and critiquing skills by responding to others' works in a constructive and encouraging manner.
4. Become familiar with experimentation in the creative writing process through in-class writing assignments.
5. Generate a portfolio of creative writing, which showcases composition and revision skills.

## Course Schedule:

Classes will generally be divided into three components: Discussion of writing craft, in-class writing exercises, and workshops. The discussion portion will involve focusing on a specific element of the writing craft, such as idea generation, character development, voice, etc. with possible reference to specific literary pieces assigned the week prior. Our goal is to read like writers in order to identify not only what works, but why and how it works. The in-class writing exercises will focus on playing with the element in question, often in an unusual manner in order to stretch ourselves as writers and also to experiment with various techniques. Finally, during the workshop portion, students will discuss the compositions submitted the week prior by a specified group of students. It is my hope that each student will receive feedback on at least two compositions over the course of the term, but this will depend on student numbers. Specific etiquette for workshops will be discussed in detail, but the intent of this workshop is to allow students to write for an audience in a safe, constructive environment!

### Important Dates:

1. First class – September 13
2. Second class – workshops begin
3. Final class – December 6
4. Portfolio due – December 12

## Requirements:

**Readings** – Assigned readings from the textbook or documents posted on moodle or given as handouts are to be read prior to class. These will constitute the basis for our discussions. Some of these readings will relate directly to craft, while others may include literary texts. Please come prepared to discuss!

**Participation** – This workshop course relies on discussion and participation. Classmates depend on you for feedback and your attendance and participation allow me to assess your commitment and insight.

**Writing**- Writing is a process and a product. My goal is to have you write like an author, to engage in sustained writing in order to experience the process of creation. That means you need to write every week (if not every day). Although one may argue that a piece of writing is never “finished”, I also want you to engage in the process of self-reflection, receiving feedback, separating the meaningful from the not-so-meaningful, and revising. I will be asking for evidence of this process, which means you have to see it through to a finished piece at times and that you may just submit a first draft on other occasions. This is also how you see growth as a writer!

All graded assignments (electronic and hard copy) must be typed, **double-spaced in Times New Roman font 12 with 1 inch margins** unless indicated otherwise. These assignments are as follows:

1. In-class Assignments – Each week you will participate in an in-class writing exercise. On three occasions during the term, I will ask you to choose one of these assignments and submit it to me as a hard copy. I recognize this is a rough draft, but please proofread before submitting. Revision is not necessary. **The topic, your name and the date of the exercise must be clearly marked.** See course outline for exact due dates.
2. Workshop Submissions – Each week a group of approximately three students will post an original composition to the moodle forum. These submissions may be of any genre: excerpts, chapters, stories, poems, creative non-fiction, etc. Prose compositions should be between 8-12 pages in length. Poems should be collections of 4-6 poems and must be typed. These submissions are due the week prior to your workshop so that your classmates and myself have ample time to respond in a thoughtful manner. **Please bring me a hard copy of your submission one week prior to workshop. All submissions must clearly state the author’s last name, date, draft type and**

**page numbers in the upper right hand corners.** If you are submitting an excerpt, you may introduce the piece with a brief summary or explanatory note to help orient the reader. This is not part of your word count. If you feel you must deviate from the length guidelines, please see me in advance.

3. Critique Letters – Each week you will read and critique approximately three of your peers’ original compositions, which will be posted to a forum. In each case, you will respond by writing a maximum 1-page **single-spaced** thoughtful critique letter. **These letters are not to be posted to the forum.** Rather they should be brought to class on the date of the relevant discussion, then emailed or given directly to the author immediately following the class. **In addition, a hard copy of each critique letter must be turned into me by the due date. Your name, the author’s name, draft type and the date of the critique must appear at the top of the page.** See course outline for exact due dates.
  
4. Portfolio – Your final portfolio is due on December 12, 2016. The portfolio will consist of two original compositions, which have both been workshopped in class and show evidence of revision. Please resubmit the originals, which you turned into me as a hard copy and I returned to you with feedback, along with a revised version. At least one of these compositions must have been brought to the status of a “polished draft”. In addition, a minimum 500 word reflection on the writing process exclusive to the “polished draft” is required. In this reflection, I want you to comment on your inspiration for the piece, writing strategies you employed during composition, the most valuable feedback you received, the revision process and future plans for that particular piece. **All of these documents (3) must be submitted via e-mail and as a hard copy. These must be turned into Shelly Sylvester at the academic office on the last day of class.**

**Note: Late assignments will only be accepted in consultation with me. Penalties may be incurred.**

**Course Outline:**

Please note that the course outline may be subject to change. Additional readings may also be posted on moodle.

Week 1 Sept 13	Introduction to Creative Writing & Getting Started <ul style="list-style-type: none"> <li>• Discuss syllabus and determine workshop schedule</li> <li>• HAVE READ: Hodgins: Chapter 2</li> </ul>
Week 2 Sept 20	Strong Writing & Setting <ul style="list-style-type: none"> <li>• HAVE READ: Hodgins: Chapters 3 &amp; 4</li> <li>• Group A compositions due</li> </ul>
Week 3 Sept 27	Character Creation <ul style="list-style-type: none"> <li>• HAVE READ: Hodgins: Chapter 5</li> <li>• Workshop: Group A</li> <li>• Critique letters Group A submissions due</li> <li>• Group B compositions due</li> </ul>
Week 4 Oct 4	Character and Conflict <ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• Workshop: Group B</li> <li>• Critique letters for Group B submissions due</li> <li>• Group C compositions due</li> </ul>
Week 5 Oct 11	The Shape of Story <ul style="list-style-type: none"> <li>• HAVE READ: Hodgins: Chapter 7</li> <li>• Workshop: Group C</li> <li>• Critique letters for Group C submissions due</li> <li>• Group D compositions due</li> <li>• In-class assignment #1 due</li> </ul>

Week 6 Oct 18	Writing for Children <ul style="list-style-type: none"> <li>• In-class readings</li> <li>• Workshop: Group D</li> <li>• Critique letters for Group D submissions due</li> <li>• Group E compositions due</li> </ul>
Week 7 Oct 25	Plot <ul style="list-style-type: none"> <li>• HAVE READ: Hodgins: Chapter 6</li> <li>• Workshop: Group E</li> <li>• Critique letters for Group E submissions due</li> <li>• Group A compositions due</li> </ul>
Week 8 Nov 1	Narration & Point of View <ul style="list-style-type: none"> <li>• HAVE READ: Hodgins: Chapter 8</li> <li>• Workshop: Group A compositions</li> <li>• Critique letters for Group A submissions due</li> <li>• Group B compositions due</li> </ul>
Week 9 Nov 8	Revision <ul style="list-style-type: none"> <li>• HAVE READ: Hodgins: Chapter 9</li> <li>• Workshop: Group B compositions</li> <li>• Critique letters for Group B submissions due</li> <li>• Group C compositions due</li> </ul>
Week 10 Nov 15	Poetry or Creative Non-Fiction <ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• Workshop: Group C</li> <li>• Critique letters for Group C submissions due</li> <li>• In-class assignment #2 due</li> <li>• Group D compositions due</li> </ul>
Week 11 Nov 22	Poetry or Creative Non-Fiction <ul style="list-style-type: none"> <li>• Readings: TBD</li> <li>• Workshop: Group D</li> <li>• Critique letters for Group D submissions due</li> <li>• Group E compositions due</li> </ul>
Week 12 Nov 29	Poetry or Creative Non-Fiction <ul style="list-style-type: none"> <li>• Readings: TBD</li> <li>• Workshop: Group E</li> <li>• Critique letters for Group E submissions due</li> </ul>
Week 13 Dec 6	Student Readings and Celebration <ul style="list-style-type: none"> <li>• In-class assignment #3 due</li> </ul>
Final week Dec 12	Portfolios due

**Attendance:**

This is a workshop course and attendance is extremely important. A single unexcused absence will be allowed, but additional absences will definitely impact your grade. If you know that you will be away, please see me in advance. This is especially important if your work is being workshopped and you cannot be present! An “excused” absence requires a doctor’s note or official documentation. Please note that if you unable to attend class, you are still required to send critique letters to the authors and submit these to me for grading via email by the due date.

## Grade Summary:

I very much want your engagement in the creative process to be free of the pressure of grades. For that reason, your work will never be compared to the work of others as the basis for a grade. Rather than trying to solely assess the quality of your writing, you will be graded on the production and revision of your writing, your insight into the writing process, the quality of your feedback, and your participation in class.

### Grading Criteria for Written Work:

All written submissions will be graded using the following criteria and will be assigned a letter or percentage grade. The nature of the draft will impact the assessment; the percentages given below are guidelines for “polished drafts”.

- Mechanics of Writing/Structure – clarity and effectiveness of structure, correctness of grammar, syntax, spelling; sophistication of language and style (30%)
- Content/Impact on Reader – effectiveness of language, emotion, ideas; thoughtfulness and impact; originality and risk; achievement of purpose (70%)

### Percentage Breakdown:

Portfolio – 40%

In-class Writing Assignments (3) – 9%

Critique letters – 30%

Participation – 21%

### Grading Scale:

Percentage	Letter Grade	Grade Point Value
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
54-59	D+	1.3
50-55	D	1.0
0-49	F	0.0

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.



## Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4)

extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### **Appeal of Grade**

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.