

# Creative Writing Section 05

## ENGL 71

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/19/2024

### Contact Information

---

Instructor: Anne Cheilek

Office: FOB 226

Email: [anne.cheilek@sjsu.edu](mailto:anne.cheilek@sjsu.edu)

Office Hours: Monday and Tuesday 3 - 4 pm, or by appointment (in person or over Zoom)

### Course Information

---

Class meetings:

Tuesday / Thursday 12:00 - 1:15 pm

Clark Hall 303a

### Course Description and Requisites

---

Examinations of works of poetry, creative nonfiction and short fiction as expression of human intellect and imagination, to comprehend the historic and global cultural contexts, and recognize issues related to writing of diverse cultural traditions. Students will also write poetry, creative nonfiction, and a short fiction.

GE Area(s): C2. Humanities

Letter Graded

### Classroom Protocols

---

For a course like this one, much of the learning happens in class, through discussions, writing prompts, and workshops. Therefore, it is essential that you are in class every day, on time, and ready to participate. If you know that you will be absent on a certain day, please let me know via email ahead of time.

Creative assignments (poetry, fiction, and nonfiction) will be workshopped in this class. Please do not hand in any assignments that you are not willing to share.

Writing, and sharing one's writing, can make people feel vulnerable. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach writing goals. Be constructive and respectful of each other in your critiques—and be respectful of yourself as well.

Showing respect for others includes allowing others to finish what they are saying. In addition, part of this class may involve disagreeing with your classmates, but it is essential to do this courteously.

It is important to me that all students feel welcome and comfortable in my classroom. If you have a problem with the classroom environment, or the behavior of one of your classmates, please speak to me privately about the issue so that it may be resolved.

If you have a question at any time about what is appropriate, please contact me for guidance.

## Program Information

---

**Welcome to this General Education course.**

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php). (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>)

### English Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and

punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

---

### Department Information:

**Department Name:** English and Comparative Literature

**Department Office:** FO 102

**Department Website:** [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

**Department email:** [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

**Department phone number:** 408-924-4425

## Course Learning Outcomes (CLOs)

---

### GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

## GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination

**Writing Practice:** Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

## Course Materials

---

This course does not have a textbook, but selected readings will be made available on Canvas. Students will be responsible for selecting and locating additional resources in support of their writing projects.

Readings include:

- Poetry: Pablo Neruda, Li-Young Lee, Danusha Lameris, William Carlos Williams, Jane Hirshfield, Tim Seibles, Diane Seuss, Charles Simic, Terrance Hayes, Marcelo Hernandez Castillo, Adrienne Rich, Joy Harjo, Camille Rankine, Charles Bukowski, John Keats
- Fiction: Carmen Maria Machado, Sabrina Helen Kiv, George Saunders, Mikhail Zoshchenko, Augusto Monterroso, Franz Kafka, Ray Bradbury
- Nonfiction: Zadie Smith, Kathleen Alcalá, Wesley Morris

Materials students are required to bring to each class meeting include:

- laptop computer with internet connectivity and word-processing software
- notebook reserved just for this class with pages that can be removed and handed in
- pen or pencil

For most assignments, students will need word-processing software capable of producing .doc or .docx files.

## Course Requirements and Assignments

---

### Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation, studying, or course-related activities. This works out to **a minimum of 9 hours per week** spent on this course.

## Assignments Overview

You will create six original creative works, three of which will be revised significantly by the end of the semester. You will engage in peer review of these creative works to assist you in those revisions. You will also respond to the readings that we do each week, which will help inform our in-class conversations. In lieu of a final exam, you will construct a portfolio of your best work for submission.

Details of the five components of your grade:

### 1. Creative writing assignments:

Over the course of the semester, you will write three poems, one flash-fiction story, one short story, and one personal essay. These will be workshopped in class. Creative writing assignments will form 40% of your grade.

### 2. Final Portfolio:

You will select three of these works (in at least two genres) to significantly revise for your final portfolio. Your final portfolio will form 10% of your grade.

### 3. Reading and Reading Responses:

Reading is essential for our development as writers. Therefore, in addition to reading and critiquing the work of your peers, you will be reading the work of established writers, with a substantial number of pages assigned every week. These readings, representing a broad range of styles, voices, and subject matter, will provide the material for our discussions of craft and form. In addition, they provide the framework for the development and understanding of your own work. So, completing all the assigned reading is absolutely crucial.

During the semester, you will write fifteen reading responses to demonstrate that you have completed the readings and to practice analyzing craft and content. Reading Responses will form 15% of your grade.

### 4. Feedback to peers:

Giving and receiving feedback is crucial to our development as writers. During the semester, every student will submit formal written feedback as well as informal feedback in class discussions. This feedback will form 16% of your grade.

### 5. Participation:

For a course like this one, much of the learning happens in class, through discussions, writing prompts, and workshops. Therefore, it is essential that you are in class every day, on time, and ready to participate. Participation will form 19% of your grade.

## Grading Information

---

Your final grade will be composed of these five elements:

1. Six original creative works: 3 poems, 1 flash fiction, 1 short story, 1 personal essay – 40%
2. Participation: discussions, activities, freewrites – 19%
3. Feedback to peers – 16%
4. Fifteen reading responses – 15%
5. Final portfolio – 10%

Due to the workshop format, neither your creative pieces nor your workshop critiques can be submitted late. Late critiques will not be accepted, and creative pieces submitted late to Canvas will not be workshopped. If you do not turn in a piece to workshop, but then submit that piece to your portfolio, your non-workshopped pieces will receive an automatic 20% deduction from that portion of your final portfolio grade.

Assessing creative work can be different from other academic work. Here is generally how I will be grading your creative pieces:

- A = Shows considerable effort and thought above and beyond the minimum requirements of the prompt.
- B = Meets the minimum requirements of the prompt but needs some revisions.
- C = Meets the minimum requirements of the prompt but needs substantial revisions.
- D = Does not meet the minimum requirements of the prompt and is incomplete.
- F = Nothing submitted for this assignment.

Your reading responses and peer feedback will be graded based on the effort you put into the work, the insightfulness of the critique and criticism, as well as the ability to present these in a manner that feels supportive to those receiving them. (We will spend time in class discussing best practices for how to do this.)

## University Policies

---

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

---

This schedule is subject to change with fair notice. If a change occurs, you'll be informed via Canvas announcements, and the change will be reflected in the Canvas modules.

<u>Week</u>	<u>Date</u>	<u>Topics, Assignments, Deadlines</u>

1	8/22	Introduction, syllabus, expectations  Homework: • Read odes, Reading Response 1
Unit 1: Poetry		
2	8/27	Discussion: Odes and Objects  Activity: "No ideas but in things" writing prompt  Homework: Read odes, Reading Response 2
	8/29	Discussion: Odes and Objects  Activity: "Tell it slant" writing prompt  Homework: Write ode
3	9/3	<b>Due: Ode</b>  Discuss Workshopping Rules  Workshop odes - in small groups  Homework: read metrical sonnets, Reading Response 3
	9/5	Intro to Sonnets - song, meter, and rhyme  Homework: read modern sonnets, Reading Response 4
4	9/10	Discuss modern sonnets  Activity: Voice and vernacular  Homework: write sonnet
	9/12	<b>Due: Sonnet</b>  Workshop sonnets - small groups  Homework: read Repurposing Words, Reading Response 5

5	9/17	Discuss readings  Activity: repurposing words from our environment  Homework: read Inspiration from Nature, Reading Response 6
	9/19	Discuss readings  Homework: read List Poems, Reading Response 7
6	9/24	Discuss readings  Activity: list poems  Homework: write free-verse poem
	9/26	<b>Due: Free Verse</b>  Workshop free-verse poem  Homework: Elements of fiction, and Reading Response 8
Unit 2: Fiction		
7	10/1	Discuss elements of fiction and flash fiction  Activity: Writing prompt  Homework: read flash fiction, Reading Response 9
	10/3	Discuss flash fiction form and examples  Activity: Six-word stories  Homework: write flash fiction
8	10/8	<b>Due: Flash Fiction</b>  Workshop flash fiction  Homework: read Bradbury, Reading Response 01



	10/10	Discuss Short Story form Activity: Focus on Plot Homework: read Liv, Reading Response 11
9	10/15	Discuss short story Activity: Focus on Character Homework: read Machado, Reading Response 12
	10/17	Discuss fiction Activity: Focus on Description Homework: write short story
10	10/22	<b>Due: Short Story</b> Activity: Writing prompt Homework: Peer reviews
	10/24	Workshop
11	10/29	Workshop Revisions
	10/31	Halloween writing activity Homework: read Morris, Reading Response 13
Unit 3: Creative Nonfiction		
12	11/5	Intro to Creative nonfiction - types and techniques Homework: read Alcalá, Reading Response 14
	11/7	Discuss Creative nonfiction homework: read Smith, Reading Response 15

13	11/12	Creative nonfiction writing prompt Homework: Write personal essay
	11/14	<b>Due: Personal Essay</b> Homework: peer reviews
14	11/19	Workshop
	11/21	Workshop Revisions
15	11/26	Asynchronous Instruction - revision exercise
	11/28	<b>Holiday - No Class</b>
16	12/3	Intro final porfolio
	12/5	Revision exercises
Final	12/17	Final Portfolio Due