

**San José State University**  
**Department of English and Comparative Literature**  
**English 71, Intro to Creative Writing (GE C2), Sec 7, Fall 2016**

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<b>Office Hours:</b>	MW 1:45-2:45
<b>Class Days/Time:</b>	MW 12:00-1:15
<b>Classroom:</b>	CL 306
<b>GE Category:</b>	Letters C2

### **Course Description**

Introduction to Creative Writing (English 71) is a 3-unit lower-division course designed, adopted, implemented, and administered by the Department of English & Comparative Literature at San Jose State University in accordance with the University's General Education Program Guidelines to fulfill Core General Education requirements in the Letters area of Humanities & the Arts. It is also an elective in the English major, a requirement in the Creative Writing minor, and a pre-requisite for taking upper division Creative Writing workshops.

In this course you will read, discuss, and write song lyrics. Class meetings will feature a combination of discussion and writing workshops. We will discuss and analyze published songs that will serve as models for your own writing. We will workshop—that is, analyze and critique—your creative work, and you are required to participate in all workshops dedicated to the discussion of class members' work.

### **Course Goals and Student Learning Objectives**

#### *English Department Student Learning Objectives:*

SLO: 1 Students will demonstrate the ability to 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;

SLO 2: Students will demonstrate the ability to show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature;

SLO 3: Students will demonstrate the ability to write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject;

SLO 4: Students will demonstrate the ability to develop and carry out research projects,

and locate, evaluate, organize, and incorporate information effectively;  
SLO 5: Students will demonstrate the ability to articulate the relations among culture, history, and texts.

***GE Area C2 Letters Student Learning Objectives:***

SLO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

SLO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.

SLO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

***Course Objectives:***

- Decipher and understand the form and content of assigned literary works;
- Comprehend the historical and cultural contexts of assigned literary works;
- Recognize the accomplishments of and issues related to writing by men and women representing diverse cultural traditions;
- Acquire through both individual and collaborative/ workshop efforts of a written and oral nature the skills necessary for reading, discussing, analyzing, interpreting, and—most importantly—emulating and writing works of poetry, creative non-fiction, and short fiction;
- Communicate such skills with clarity and precision;
- Develop an appreciation of literary works as expressions of human intellect and imagination, and as representations of diverse human cultures;
- Develop the ability to write literary works that express intellect and imagination and that represent diversity in human cultures;
- Respond to literature through clear and effective communication in both written and oral work;
- Read and respond to texts with both analytical acumen and personal sensibility;
- Appreciate how literary works illuminate enduring human concerns while at the same time representing their particular cultures;
- Write works of poetry, creative non-fiction, and short fiction that are of interest and value to the writer, to other students in the course, and to a diverse reading audience.

**Information available online**

You are responsible for reading the portions of the following information online that pertain to English 71 at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Academic policies (academic integrity, plagiarism, ADA and DRC policies)

Adding and dropping classes

**Required Texts/Readings**

Sellers, Heather. *The Practice of Creative Writing*. 2nd ed. Boston: Bedford /St. Martins, 2013.

You will need a blank notebook for a writing journal. Additional readings will be provided. Bring *The Practice of Creative Writing* and your notebook to every class meeting.

## Classroom Protocol

### *Late Work:*

Unless you make arrangements prior to the class meetings in which they are due and cite compelling reasons, all out-of-class assignments must be turned in when indicated on the schedule, and you will be penalized one-third of a letter grade for each day they are late. I do not accept email submissions. You will sign up for your workshop days, which if missed cannot be made up. If you do not provide copies of your work for the class with ample time before your scheduled workshop, you will lose your turn. No regular in-class work may be made up, including that missed because you were tardy.

## Assignments and Grading Policy

### *Course Assignments, Grading Percentages, and Related Learning Objectives:*

• Object Writing	5%	DSLO 3; GESLO 3
• Metaphor	5%	DSLO 3; GESLO 3
• Rhyme	5%	DSLO 3; GESLO 3
• Verses/ Refrain	10%	DSLO 3; GESLO 3
• Chorus	5%	DSLO 3; GESLO 3
• Bridge	5%	DSLO 3; GESLO 3
• 1st Complete Song	15%	DSLO 3; GESLO 3
• 2nd Complete Song	30%	DSLO 3; GESLO 3
• Workshops	10%	DSLO 1, 5; GESLO 1, 2, 3
• In-class/home work	5%	DSLO 1, 2, 5; GESLO 1, 2
• Diagnostic Self Portraits	5%	DSLO 3; GESLO 3

The specifics of each assignment will appear on the assignment sheets.

Grading is A-F: A=excellent; B=above average; C=average; D=below average; and F=failure. A+ ≥ 97%, A ≥ 93%, A- ≥ 90%, B+ ≥ 87%, B ≥ 83%, B- ≥ 80%, C+ ≥ 77%, C ≥ 73%, C- ≥ 70%, D+ ≥ 67%, D ≥ 63%, D- ≥ 60%, and F < 60%.

Creative writing is evaluated according to general standards used to determine how well a piece of writing *works*. These include: 1) Textual and/or technical competence and eloquence. 2) Imaginative risk. 3) Energy and freshness of language. 4) Effective use of metaphor and other forms of figurative language. 5) Clarity and precision of detail. 6) Capacity for mixed feelings and uncertainty. 7) Effective use of grammar, syntax, rhythm; also meter, rhyme, and other elements of poetic style and form. 8) Naturalness and believability. 9) Appropriateness of style to subject. 10) Compelling audience interest.

## English 71, Fall 2015, Course Schedule

This schedule is a plan. As Robert Burns put it, "the best laid schemes o' mice an' men [and presumably women] gang aft a-gley," so be prepared for changes. You are responsible for all material covered and assigned in class, whether it appears on the schedule or not. Keep in touch. Complete reading assignments for the class date on which they appear. Print out the reading assignments on CANVAS and bring to class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 29-31	<p>Instructor's expectations and assumptions made plain;            Class introductions.</p> <p>Lists;            PRE-SEMESTER DIAGNOSTIC SELF PORTRAIT ASSIGNED;            LISTS ASSIGNED.</p> <p>Building Blocks, Image, Energy, Tension, Pattern, and Insight;            PRE-SEMESTER DIAGNOSTIC SELF PORTRAIT DUE;            LISTS DUE;            GROUPS ASSIGNED.</p>
2	Sep 5-7	<p><i>LABOR DAY</i></p> <p>Reading: "Object Writing" (3-18);            "Rusty's Collar" (19-22);            OBJECT WRITING ASSIGNED.</p>

3	Sep 12-14	<p>Reading: "Making Metaphors" (23-32); "Learning to Say No" (33-46); OBJECT WRITING DUE; METAPHORS ASSIGNED.</p> <p>Reading: "Clichés" (47-54); METAPHORS DUE; RHYMES ASSIGNED.</p>
4	Sep 19-21	<p>Reading: "Productive Repetition" (55-81); RHYMES DUE; VERSES/REFRAIN ASSIGNED.</p> <p>Reading: "Verse Development and Power Positions" (82-92); "Travelogues: Verse Continuity" (93-100); In-class work on verses/ refrain assignment.</p>
5	Sep 26-28	<p>WRITING WORKSHOP— GROUPS; VERSES/REFRAIN DUE.</p> <p>Reading: "Stripping Your Repetition for Repainting" (101-110); "Perspectives" (111-127); "POV: Second Person and the Hangman" (128-131); "POV: Second Person as Narrative" (132-138); "Dialogue and Point of View" (139-146); In-class work on verses/ refrain revision.</p>

6	Oct 3-5	<p>Reading: "Meter: Something in Common" (147-152); "Spotlighting with Common Meter" (153-160); VERSES/REFRAIN REVISION DUE; (PRE-CHORUS) CHORUS ASSIGNED.</p> <p>Reading: "Meter: Two by Two" (161-167); "Managing Couplets" (168-176); In-class work on (pre-chorus) chorus.</p>
7	Oct 10-12	<p>Reading: "Prosody: Structure as Film Score" (177-189); (PRE-CHORUS) CHORUS DUE; BRIDGE ASSIGNED.</p> <p>Reading: "Understanding Motion" (189-228); In-class work on bridge.</p>
8	Oct 17-19	<p>Reading: "Form Follows Function: Building the Perfect Beast" 229-238); "Great Balancing Act: Courting Danger on the High Wire" (239-249); BRIDGE DUE; PUT IT ALL TOGETHER: 1st COMPLETE SONG ASSIGNED.</p> <p>Reading: "Song Forms: (Im)Potent Packages" (250-256); "Song Forms (Im)Potent Packages II (257-261); In-class work on 1st complete song; 2nd COMPLETE SONG ASSIGNED.</p>

9	Oct 24-26	Review songwriting process; In-class work on 2nd complete song; 1st COMPLETE SONG DUE.  <i>SONG SHARING.</i>
10	Oct 31-Nov 2	<i>SONG SHARING;</i> 2nd COMPLETE SONG DUE
11	Nov 7-9	WRITING WORKSHOPS —2nd COMPLETE SONG
12	Nov 14-16	WRITING WORKSHOPS —2nd COMPLETE SONG
13	Nov 21-23	WRITING WORKSHOPS —2nd COMPLETE SONG  <i>THANKSGIVING EVE</i>
14	Nov 28-30	PERFORMANCES; 2ND COMPLETE SONG REVISION DUE.  <i>PERFORMANCES</i>
15	Dec 5-7	<i>PERFORMANCES</i>  POST-SEMESTER DIAGNOSTIC SELF PORTRAIT ASSIGNED.
16	Dec 12	POST-SEMESTER DIAGNOSTIC SELF PORTRAIT DUE; All graded work returned; grades to date.
Final Exam	Dec 16	9:45-12:00