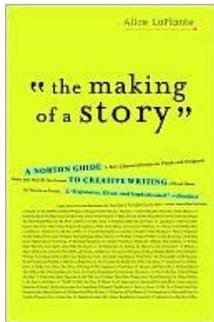


**San José State University**  
**English 71, Creative Writing**  
**GE Area C2: Humanities & Arts, Letters; Section 11, Fall 2017**

Instructor: Kelly A. Harrison  
Office Location: FO 114  
Telephone: (408) (924-6597) \*\*rarely used  
Email: [kelly.harrison@sjsu.edu](mailto:kelly.harrison@sjsu.edu) \*\*preferred contact  
Office Hours: After class (7:30-8:30), by appointment  
When/where: MW 6:00-7:15pm, Clark 316

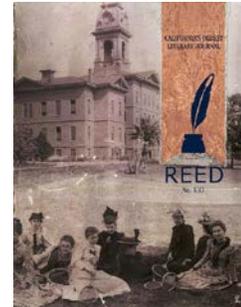
### REQUIRED TEXTS AND MATERIALS



*The Making of a Story*, Alice LaPlante. ISBN: 978-0-393-06164-2, \$29.95 (softcover or hardcover)

Reed Magazine (SJSU literary magazine \$15)

- College-level dictionary
- Lined binder paper, 8.5x11, for in-class writing. **Do not** use smaller paper—they get lost easily.
- Blue or black pens for in-class writing, colored pen (green, purple) for workshops
- Internet access and email



### RECOMMENDED TEXTS

- *Zen and the Art of Writing*, Ray Bradbury
- *On Writing: A Memoir of the Craft*, Stephen King
- *Writing Fiction* by Gotham Writers' Workshop
- *Telling True Stories: A Nonfiction Writer's Guide from the Nieman Foundation at Harvard University* by Mark Kramer and Wendy Call
- *The Making of a Poem*, Eavan Boland

### COURSE DESCRIPTION

**Kelly's description:** In this course, we will read and write poetry, creative non-fiction, and short fiction. The course will be taught using a combination of discussion and writing workshops. In the discussion, we will closely read and analyze published works of creative writing. In the writing workshops, you will analyze and critique the creative work of fellow class members. For this class, we will produce an ebook (.epub format) using your work.

**SJSU description:** Introduction to Creative Writing is a 3-unit, lower-division course designed, adopted, implemented, and administered by the Department of English & Comparative Literature at SJSU in accordance with the University's General Education Program Guidelines to fulfill Core General Education requirements in the Letters area of Humanities & the Arts.

### PREFERRED NAME & PREFERRED GENDER PRONOUNS

All students have the right to their name and pronoun (he, she, they, ze, etc.). For more information on pronouns, see: <https://lgbtqia.ucdavis.edu/educated/pronouns.html>

Class rosters and Canvas list students' legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. You can set your preferred name (which is displayed in Canvas) by following these directions in My.SJSU:

[http://www.sjsu.edu/registrar/docs/Preferred\\_name\\_setting.pdf](http://www.sjsu.edu/registrar/docs/Preferred_name_setting.pdf)

## CANVAS: OUR ONLINE CLASSROOM

Our class uses Canvas, the Learning Management System that SJSU purchased. You are responsible for posting your assignments to areas of Canvas (Assignments, Discussions). If you have technical problems with Canvas, contact the SJSU Help Desk. **Your instructor cannot provide technical support.**

## STUDENT LEARNING OBJECTIVES (SLOs)

In the Department of English and Comparative Literature, students will demonstrate the ability 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, and/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 the 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.

Specifically, in English 71 you will:

6. Develop an appreciation of literary works as expressions of human intellect and imagination, and as representations of diverse human cultures;
7. Develop the ability to write literary works that express intellect and imagination and that represent diversity in human cultures
8. Respond to literature through clear and effective communication in both written and oral work;
9. Read and respond to texts with both analytical acumen and personal sensibility;
10. Appreciate how literary works illuminate enduring human concerns while at the same time representing their particular cultures;
11. 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.

## COURSE REQUIREMENTS FOR THIS SECTION

1. **Creative Writing** (60% of course grade, 600 points): Each student will write, revise, workshop, and submit the following **new writing** for workshop. This work will be commented on for later revision. Grade is based on process (doing the work). (SLO s 3, 4, 6, 7, 11)
  - “Self-Portrait” assessment (per university/department instructions)
  - 1 creative nonfiction piece (approximately 4-8 pages each)
  - 1 fiction piece (approximately 5-10 pages)
  - 5-8 poems of various lengths and forms
2. **Final portfolio and reflection** (15%, 150 points): After workshop, you will revise your work and turn in for feedback from Kelly. Given the feedback, you will revise the work once more to include in your portfolio. You will reflect on your work in this course (review the learning objectives) and assess your work in a one or two-page reflection. The entire portfolio and reflection are due at the end of the semester. Grading is product based.
3. **Participation** (20%, ~200 points): Workshops, quizzes, reading responses, anthology project, class discussion. Includes participating in class discussions, in-class writing and critique outside of formal workshops, asking questions, in-class activities. **These assignments cannot be made up if you are not in class.** Writers read like writers. As you read the works in this class, I expect you to mark up the text and prepare for class discussions. Grading is primarily process. (SLO s 6-10)
4. **Final Exam** (5%, 50 points): Wednesday, December 13 at 1715-1930 (5:15pm-7:30pm). This will be a fun performance reading of your own work. Full credit for active participation.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## Student code of conduct (SJSU and classroom policies)

Students are responsible for maintaining a respectful environment in the classroom. San Jose State is committed to maintaining a safe education and working environment free of discrimination, harassment and sexual violence. Policies are available online at:

<http://www.sjsu.edu/studentconduct/policies/>  
[http://notalone.sjsu.edu/policy\\_information/index.html](http://notalone.sjsu.edu/policy_information/index.html)

Per Title 5, the university prohibits “[activities] that substantially and materially disrupts the normal operations of the University” and “conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.” Please keep this in mind as you submit work for this course. I will not tolerate any work that is gratuitously violent or pornographic. **If you aren't sure about your work, please see me before distributing it to any students.**

## GRADING: Final Portfolio and reflection

This section describes some of the criteria used to evaluate your writing, including your final portfolio and reflection.

A: Creative writing that receives an “A” is likely to:

- Fulfill all assignment requirements
- Demonstrate a compelling plot, idea, event (significance)
- Function well as a whole (structure)
- Demonstrate an engaging voice that incorporate strong word choices (style)
- Engage the writer as well as the reader (sincerity)
- Lack clichéd or over-used language
- Incorporate unusual/unique associations that fit the tone of the piece (originality)
- Lack spelling and punctuation errors, typos, etc.

B: Creative writing that receives a “B” is likely to:

- Fulfill most of the assignment requirements
- Demonstrate some significance
- Function generally well as a whole
- Demonstrate a generally engaging voice
- Incorporate some strong word choices
- Use some concrete imagery
- Mostly lack clichéd or over-used language
- Mostly lack spelling and punctuation errors, typos, etc.

C: Creative writing that receives a “C” is likely to:

- Neglect some aspects of the assignment requirements
- Be derivative of other works
- Not completely function as a whole (some parts may be underdeveloped)
- Incorporate some strong, and some weaker, word choices
- Lack concrete imagery
- Include clichéd or over-used language
- Have some spelling and punctuation errors, typos, etc.

D: Creative writing that receives a “D” is likely to:

- Not fulfill the assignment requirements
- Not function as a whole
- Be a cursory response that demonstrates lack of motivation
- Show poor understanding of the assignment

F: No response or paper turned in one week past due.

## Grading Policies: This course uses A-F grading with +/-

## LATE ASSIGNMENTS

You are adults and responsible for attending class and turning in assignments on time. If you must miss class, contact a **classmate** about what we covered. **Do not email me** asking me what we discussed or if you missed “anything important”. (You did.) Instead, contact a classmate for that material.

It’s OK to email me if you need clarification on an assignment or need to arrange an appointment to meet in person. Please use standard English (including capitals and punctuation) in all emails to me. Please do not use text messaging or chat abbreviations (like cul8r, u, i). Treat your communications with me as you would with an employer. Yes, I’m an English teacher, and yes, I expect professional language skills from college students! Get names, emails, and optionally cellphone numbers from three classmates.

**You cannot make up in-class writing, discussions, quizzes, or other work. Because of the nature of this course (participation is key), you cannot make up material done in class. If you miss a workshop but turn in an online review, you will receive partial credit.**

**I do not accept emailed assignments. Submit all assignments on Canvas or during class, as instructed.**

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

This course uses the full range of A-F and +/- grades. Your grade is based on the total points earned in each unit, and these units are weighted. Letter grades break down as follows (shaded areas indicate you might have to repeat the course depending on your major’s requirements):

98.0-100% = A+	93.0-97.9 = A	90.0-92.9= A-
87.0-89.9 = B+	83.0-86.9 = B	80.0-82.9= B-
77.0-79.9 = C+	73.0-76.9 = C	70.0-72.9 = C-
67.0-69.9 = D+	63.0-66.9 = D	60.0-62.9 = D-
Below 60.0 = F		

In the past, students who did not turn in assignments or routinely turned in assignments late received a grade below a C. It is far better to turn in a rushed assignment (even if you earn an F or receive only a few points) than it is to not turn one in at all and receive a zero!

## PLAGIARISM

Plagiarism means passing someone else’s work off as your own, such as:

- using a story or poem or part thereof written by someone else
- using web page text directly in your papers without citing
- having someone else write all or part of your assignments

Any assignment containing plagiarized passages will receive an F grade automatically, and I will report the incident to university officials who may elect to expel you from the university.

Plagiarism and cheating will not be tolerated. Plagiarism or cheating on any portion of any assignment, including copying more than seven consecutive words from a web site, will result in a failing grade for assignment and possibly the course. All student work is subject to review through Turnitin.com to identify possible sources of plagiarism. Students found guilty of academic dishonesty will be reported to the proper authorities and may result in a course grade of F.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and in the MLK library. Additional computer labs may be available in your department/college. Computers/laptops are also available for checkout from the MLK Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, video players and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Website: <http://www.sjsu.edu/writingcenter>

## COURSE SCHEDULE

Week/ date	MONDAY	WEDNESDAY
<b>NONFICTION</b>		
1 23 Aug 17		INTRODUCTIONS What is Creative Nonfiction? Writing as discovery Adler "How to Mark a Book" handout, nonfiction shorts HW: Read MS: ch 1, part 1, "The Basics" Read nonfiction shorts (PDF on Canvas)
2 28, 30 Aug 17	Significance, structure, style, sincerity, originality. Writing as discovery. Nonfiction shorts HW: MS 11, part 1 (nonfict) MS, Selzer, "The Knife" pg 533 Read MS: "Shitty First Drafts" pg 574	Types/genres of nonfiction Concrete/Abstract. Nonfiction craft in "The Knife" HW: MS 14 part 1 (nonfict) "Beginnings" Ann Hood & Excerpts
3 4, 6 Sept 17	LABOR DAY NO CLASS	Beginnings & hooks, characters Story structure/shape, memoir Stephen King excerpt (audio book)  HW: MS, ch 4 & 9, part 1 (shape & plot) St Exupery excerpt on Canvas
4 11, 13 Sept 17	Eddie's Transitions lecture and POV Plot in non-fiction, creative journalism HW: MS ch 12, part 1 (emotion/sense) Reading: TBD on Canvas (student choice)	Dialogue (format, making it real vs reality) HW: MS, ch 6, part 1 (POV), ch8, part 1 (dialog)
5 18, 20 Sept 17	Voice: Finding your attitude Sentence org for emphasis HW: MS, ch3, part 1 (details) ch10, part 1, (character)	<b>DUE: Non-fiction piece for workshop</b>
<b>FICTION</b>		
6 25, 27 Sept 17	Techniques for revising (high to low) HW: MS, ch7, part 1 (unreliable narrator)	<b>DUE: Nonfiction revised to Kelly</b> HW: MS, Johnson, "Emergency" pg 47
7 2, 4 Oct 17 FICTION	The unreliable narrator HW: MS, ch 5, part 1 (show/tell) MS Busch, "Ralph the Duck" pg 521	Short story structures HW: Hemingway "Hills Like White Elephants" pg 356 & "Cat in the Rain" on Canvas (Flash fiction PDF) MS, ch17, part 1 (failure)

8 9, 11 Oct 17	Discuss Hemingway HW: Olsen "I Stand Here Ironing" PDF on Canvas	Olsen: Emotion & tone HW: "The Carver Chronicles" D.T.Max pg 578, Carver "The Bath" pg 591 and "A Small, Good Thing" pg 597
9 15, 18 Oct 17	Carver and the role of an editor HW: Flash Fiction (handouts)	Life of a writer
10 23, 25 Oct 17	Review significance, structure, style, sincerity, originality HW: Finish fiction piece	<b>DUE: Fiction for workshop</b>
11 30 Oct 1 Nov 17	Revision	<b>DUE: Fiction revised to Kelly</b> HW: Read Poetry packet
<b>POETRY</b>		
12 6, 8 Nov 17	What is poetry? HW: Poetry packet, poetry videos on Canvas	Re-creations, discuss self-portrait assessment HW: Poetry packet
17 13, 15 Nov 17	Extended metaphors (songs, handouts) HW: Readings TBD	Poetic forms HW: Readings TBD
14 20, 22 Nov 17	Workshop on Canvas <b>DUE: Self-Portrait (assessment)</b>	<b>THANKSGIVING</b> <b>No class</b>
15 27, 29 Nov 17	Work for the ebook (printed and online for editing in class) HW: Read rest of poetry packet	<b>DUE: Anthology piece</b> Experimental poetry <b>DUE: Poetry workshop</b> (revised two poems, entire class)
16 4, 6 Dec 17	Final preparation for the ebook (bring laptops) <b>DUE: Self-Portrait revision</b>	Preparing for a public reading, Practice performance reading
17 11 Dec 17	<b>LAST DAY OF CLASS</b> <b>DUE: Portfolio &amp; reflection</b>	<b>FINAL EXAM 1715-1930 READING</b> See "Late afternoon classes" at <a href="http://info.sjsu.edu/web-dbgen/narr/static/catalog/final-exam-schedule-fall.html">http://info.sjsu.edu/web-dbgen/narr/static/catalog/final-exam-schedule-fall.html</a>