SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Creative Writing Section 01

ENGL 71

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/24/2023

👤 Contact Information

General Contact Information: 650-269-1288/sherri.harvey@sjsu.edu

You may text any time between 8 am-5 pm M-F. I appreciate your respect for my time off the clock.

I'm available to you as a resource for this class, and will try to respond to your emails (usually the best way to get hold of me) or phone calls as soon as possible, and, if needed, make time to meet with you at your request. Should you email me, I typically will respond within one working day of receiving the message (and often sooner). *If you do not receive a reply from me, assume that for some reason I did not receive the message and send it again.* The excuse "but I sent you an email about that…" will not be accepted.

I would suggest you obtain the phone number or e-mail address of a few other students in the class so that you can check with them on what was missed during any class that you're unable to attend.

Professor: Sherri Harvey

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Office: FO 212
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Office Hours

Tuesdays and Thursdays 10:30-11:30
FO 212 and online

💻 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

Class Policies & Expectations:

Participation: Please keep up.

What is participation? I expect that each student will engage in our workshop discussions, as well as any additional lecture material. The more you have input into the class, the more we'll all learn. I much prefer not to call on people and force them to respond -- that

is *not* class participation. Of course, if you're absent, you can't participate at all. I don't expect everyone to be "on" each and every class day -- we all have our off days -- but I do expect regular participation from each student. THIS MEANS READ what is assigned and be ready to talk about it.

Late assignments: Late assignments or failure to bring required material to class will make it difficult for all students. Therefore, stories or assignments turned in late will not be accepted.

Conduct: Respect is the key. Your attitude is an important component of participation. Your attitude should not be confrontational, nor should you put down other students' work or opinions, whether through too-aggressive argument or through the use of humor at other students' expense. Like any critical conversation where participants bring different experiences to their understanding of the issues, ours will undoubtedly generate strong emotions, reactions, questions, affirmations, and disagreements. Healthy dialogue requires careful listening, respect for other people's perspectives, and a willingness to examine our own assumptions. We must feel free to disagree--but disagreement needn't imply dismissal of other perspectives. I encourage you to keep an open and inquisitive mind and realize that intellectual discomfort is not always a negative thing. Our goal is not agreement, but *understanding*. Understanding is a process that may first require some unlearning of old habits and ways of seeing the world.

 This syllabus is subject to change based on the needs of the entire class at any time.

▦ 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)

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 (https://www.sjsu.edu/english)
Department email: 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

READINGS: (choose one, but read all for reference)

Pick one of the following books and spend the semester reading it. Take notes. Practice what you read. Use the techniques, suggestions, and ideas from your chosen author. You will be responsible for a report on it by the end of the semester.

Lamott, Anne. Bird By Bird, Anchor, 1995.

Rich, Adrienne, Arts of the Possible (Links to an external site.) (https://www.jstor.org/stable/25091341?seq=1), Norton, 2002.

King, Stephen, On Writing, (Links to an external site.) (http://biblioteka.teatr-obraz.ru/files/file/English_cinema/Stephen_King_On_Writing.pdf) Schriber, 2000.

Hass, Robert. A Little Book on Form (Links to an external site.) (https://www.amazon.com/Little-Book-Form-Exploration-Imagination/dp/0062332430/ref=asc_df_0062332430/?tag=hyprod-20&linkCode=df0&hvadid=266013286732&hvpos=&hvnetw=g&hvrand=2687681569106969709&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9032178&hvtargid=pla-525277641824&psc=1), Norton, 2018

Oliver, Mary, A Poetry Handbook (Links to an external site.) (https://www.amazon.com/Poetry-Handbook-Mary-

[Oliver/dp/0156724006/ref=pd_bxgy_img_sccl_2/145-8387127-0681347?pd_rd_w=jMjRB&pf_rd_p=6b3eefea-7b16-43e9-bc45-2e332cbf99da&pf_rd_r=JYSXN6G74QQKBC1SJ8K6&pd_rd_r=9db09af7-8f5c-4e57-bca5-4162ff60d123&pd_rd_wg=RioAP&pd_rd_i=0156724006&psc=1)](), Schriber, 1994

Burns, Catherine, [How to Tell A Story (Links to an external site.) (https://www.amazon.com/How-Tell-Story-Essential-Storytelling/dp/0593139003/ref=asc_df_0593139003/?tag=hyprod-20&linkCode=df0&hvadid=532423150013&hvpos=&hvnetw=g&hvrand=1711818350368181835308&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9032178&hvtargid=pla-1455577126990&psc=1)](), Crown, 2022 (From [The Moth Radio Hour Podcast) (https://themoth.org/radio-hour?gclid=Cj0KCQjwgO2XBhCaARIsANrW2X2aNaWGEi4215W7MDS0kH173OoXGcHibt04S4wEOW8FmuUXN-ctfsUaAm9XEALw_wcB)]()

☰ Course Requirements and Assignments

ASSIGNMENTS

These objectives will be accomplished and evaluated through the following work:

- 100 pts: examination essay of published works (1 essay) from one of these books of your choice (100 pts). WORK ON READING THIS ALL SEMESTER.
- 50 pts: your report of a [CLA event Links to an external site. (http://www.litart.org/)]()at SJSU
- 250 pts: ten discussion posts (you have more than 10 assigned--I will count your best 10)
- 50 pts: Midterm Quiz on Literary Devices
- 100 pts: 2 polished, revised pieces ready for publication
- 100 pts: 2 completed, thoughtful peer reviews
- 100 pts: your final Adobe Spark Portfolio: which includes 3 pieces from your work all semester submitted in Adobe Spark as a portfolio
- 50 pts: Create a [Submittable Links to an external site. (https://www.submittable.com/)]()account, Submit one piece. Submit a screenshot for a grade.
- 50 pts: Submit something through the account you made on Submittable
- 100 pts: Letter to Me Assignment. Points will be given for creativity.
- 100 pts: Final Essay: Your Self-identity poem compared to one from class discussion

For grades, I will base them on the quality of the work you are handing in, as well as your spoken input during the workshop. I look here for insightful and valuable criticism that goes beyond a simple reaction to the work. Note, too, that if you're not in class, you can't participate in a workshop beyond posting your critique, and you will not receive full credit for that workshop. Attendance can affect this grade as well.

Try to use the "pat/slap" method of critiquing -- your commentary on the work should give both positive as well as negative feedback, and present any negative comments in as positive a manner as possible. I also expect criticism to be concrete and specific: anyone responding "Well, I liked it" or "I didn't like this paragraph" will immediately be asked the question: "Why?"

When you're critiqued, in turn, please remember to take any negative feedback as being intended to help you -- remember that your fellow students are critiquing your work, not you personally.

ADOBE SPARK PORTFOLIO (100 points): This is the heart of the class. At the final regular class of the summer, you will turn in a chapbook containing THREE REVISED WORKS FROM YOUR DISCUSSION POSTS. The expectation here is that your 'final' revisions will be more substantial than simple proofing or correcting of spelling/grammatical mistakes. Failure to turn in your portfolio at all will obviously result in 0 points and failure of the course. Grading of the portfolio will be based primarily on the strength of the final revisions against the previous version, but I will also be looking at adherence to proper manuscript form. I want to note that I will *not* be comparing your work to the work of anyone else in the class. I'm looking for the improvement you personally have made from the draft you turned in to the workshop to the final product, as well as seeing you integrate skills and knowledge gleaned from the material presented to you.

✔ Grading Information

You must pass with a C- or better for credit!

Please note: no late work will be accepted.

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

🏛 University Policies

Per University Policy S16-9 (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 Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

The Class Structure:

The class runs from Tuesday to Monday with our meetings on Tuesdays and Thursdays.

If you see HW in the title of a discussion post or quiz, that assignment is due on Monday night before the following week starts. I do not accept late work, so I advise that you do the assignment when you have time, rather than waiting until the last possible minute. Everything from the previous week is due by midnight Monday night.

Before Tuesday: Make sure you have read the assigned readings and are ready to discuss them on the day they are listed.

In class Thursday: (scheduled meeting time.) We will complete activities and WRITE, WRITE, WRITE! Yes, during class time. Yes, as a group but individually. Every single week.

Please make sure you pay attention to deadlines. You need to find a [CLA reading Links to an external site. (https://www.clasanjose.org/)](https://www.clasanjose.org/)to attend, so don't let that part creep up on you. Keep reading the book of your choosing all semester as well.

Course Description

In this course, we will study the main genres of creative writing to prepare you for upper-level creative writing courses. We will also help you develop your figurative language skills to "dress up" your own writing and make it more appealing to others. But, most importantly, we will write--AND READ--a lot!

But, this will be an unusual class in terms of form. We will be starting each week with a focused idea, then reading an assigned reading for discussion on Monday during our Zoom meeting, and on Wednesday, you will write.

 All the while, you will be reading one of these books to prepare for your final essay on this book due the last week of