
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2019

<p align="center">EWPC 235A/435A: Introduction to Creative Writing/ Advanced Creative Writing</p>
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Instructor Information:	
Instructor Name	Janine Harrison
Office Number:	523
Phone Number:	(219)
Email:	jharrisonpoore@ccsj.edu
Office Hours:	T/R, 9:15 – 10:15 AM; T, 2:30 – 3:30 PM; or by appointment
Instructor Background: JANINE HARRISON, M.A., M.F.A., has over a decade of college creative writing teaching experience and is a freelance writer, a teaching artist, and a former Highland (IN) Poet Laureate (2017-18). She wrote <i>If We Were Birds</i> (Moria Books, 2017) and her poetry collection, <i>Weight of Silence</i> , is forthcoming (Wordpool Press, September 2019). She is a former literary not-for-profit organization leader and has led, read, and spoken at literary events around the Midwest. Janine is also a poetry reader and reviewer for <i>The Florida Review</i> . Born in Chicago and raised in a south suburb, she currently lives in Northwest Indiana with her husband, fiction writer Michael Poore, and teen artist daughter, Jianna Sol. Janine is an arts advocate and activist, who loves to travel, experiencing other cultures and serving when she is able.	

“You write in order to change the world, knowing perfectly well that you probably can’t, but also knowing that literature is indispensable to the world.... The world changes according to the way people see it, and if you alter, even by a millimeter, the way...people look at reality, then you can change it.”

- James Baldwin

Course Information:

Course Time:	T/R, 10:15 – 11:45 AM
Classroom:	419
Prerequisites:	For 235: EWPC 103: English Composition For 435: EWPC 235: Introduction to Creative Writing
Required Books and Materials:	For 235: Roney, Lisa. <i>Serious Daring</i> . Oxford, 2015. For 435: Gutkind, Lee. <i>You Can't Make This Stuff Up</i> . De Capo, 2012. King, Stephen. <i>On Writing</i> . Scribner, 2000. Smith, Patricia. <i>Blood Dazzler</i> . Coffee House Press, 2008. Vuong, Ocean. <i>Night Sky with Exit Wounds</i> . Copper Canyon Press, 2016.

Learning Outcomes / Competencies:

EWPC 235:

This course meets the following objectives:

Students in this course will...

- understand and recognize the effects of basic literary elements in successful published works of contemporary poetry, short fiction, and non-fiction.
- identify relationships between course reading material, published works, and the exercises and drafts from fellow students.
- generate and revise a small body of literary work inside the context of the course exercises.
- participate in a supportive but critical workshop environment, implementing elements of the class in a discussion of literary works.
- create a body of revised works that -- within a given set of literary limitations or using given literary models -- successfully utilize and synthesize basic elements of literary writing.
- appraise, evaluate, support and critique the literary writing of peers and of established artists in a guided workshop environment.

EWPC 435:

This course meets the following objectives in addition to the objectives for EWPC 235 above:

Students in this course will...

- understand the climate for budding writers, including the literary market and small presses.
- prepare finished works for publication.

EWPC 235 and EWPC 435 also reinforce the following English Program learning objectives:

Students in these courses will...

- Apply their knowledge of rhetoric and grammar to creating and editing a variety of literary, journalistic, and business texts.
- Analyze a variety of complex nonfiction, literary and professional communications on both global-structural and local-sentence levels.
- Synthesize their knowledge of the English language and its literary and professional forms in clear, well-organized, rhetorically-effective English prose, including nonfiction essays, literary texts, and professional communications.
- Evaluate the success of literary, journalistic, and business texts according to a clear set of rhetorical standards

Course Description:

EWPC 235: This process-based workshop introduces students to the fundamentals of good writing in a variety of genres, including non-fiction, fiction, poetry, and drama. Students explore the fundamentals of plotting, controlling point of view, creating characters, managing sound and voice, and developing a concrete, active literary style. The course emphasizes the connections between active reading, composing, and substantial, creative revision. Students will critically analyze (and respond to) professional and student writing.

EWPC 435: This course builds on skills from the introductory Creative Writing course and prepares students for work as advanced critical readers and published writers. The course requires students to master fundamental literary moves in multiple genres and allows students to investigate areas of interest in Creative Writing, including writing for the Internet, writing for children, genre writing, playwriting, television, and script writing. Students may take this course two (2) times.

Learning Strategies:

This class is taught in a process-based, participatory workshop environment. Students will be asked to read, reflect, write and revise in a recursive set of course assignments and activities. Students will be evaluated on their questions and upon their answers, on their process as well as their product.

Experiential Learning Opportunities:

Students will attend an event and explore the American Writers Museum in Chicago. Related assignment to follow.

EWPC 235 Assessments:		
Major Assignments:	Portfolio I: Fiction Portfolio II: Poetry Portfolio III: Creative Nonfiction Video Presentation Cover Letter Assignment	375 Points 150 400 20 25
Assessments:	Quizzes (5 points each) Imagery Characterization Plot Sound Form Creative Nonfiction	30
Class Participation:	While participation will not be formally assessed, if a student is on the border between two grades, it will be a deciding factor as to which grade is earned.	
Total		1,000 Points

Grading Scale:

100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

(900 – 1,000 points = A, 800 – 899 = B, 700 – 799 = C, 600 – 699 = D, <600 = F)

EWPC 435 Assessments:	
Final Portfolio Product (25+ polished pages) Process (In-class and homework assignments, rough drafts)	600 Points 400
While participation will not be formally assessed, if a student is on the border between two grades, it will be a deciding factor as to which grade is earned.	
	1,000 Points
Grading Scale:	
100% – 92%: A 91% – 90%: A- 81% – 80%: B- 89% – 88%: B+ 87% – 82%: B 71% – 70%: C- 79% – 78%: C+ 77% – 72%: C 61% – 60%: D- 69% – 68%: D+ 67% – 62%: D 59% and below: F	
(900 – 1,000 points = A, 800 – 899 = B, 700 – 799 = C, 600 – 699 = D, <600 = F)	

Course Schedule:

I reserve the right to change this schedule to meet the needs of the class.

Key: I = Introductory, A = Advanced, B = Both Classes

Week I

- T-08/27 (B) Introduction to course
Assn.(I): Read *SD*, Chs. 1 and 13
Assn. (A): read *OW*, “What Writing Is,” pp. 103-107, and “Toolbox,” pp. 111-137. Begin mulling project goals for the semester
Assn. (B): Complete 3-5 pg. dialogue journal over the readings
- R-08/29 (B) Discuss “serious daring,” reading through a writer’s eyes, writing, and writers’ tools
Assn. (I): Read *SD*, Ch. 15, and complete 3-5 pg. dialogue journal. Read *SD*, pp. 108-110
Assn. (A): Read *OW*, “On Writing,” pp. 141-162. Write a 200-300 word writing project(s) proposal

Week II

T-09/03

(B) Discuss literary and genre fiction. Complete imagery exercise. Discuss Video Assignment, (I) Trade and discuss dialogue journals, (A) Discuss “On Writing.” Individual proposal conferences

Assn. (I): Read *SD*, Ch. 2

Assn. (A): Read *OW*, “On Writing,” pp. 163-189

R-09/05

*From this point forth, after the freewrite, EWPC 435 students will be expected to work independently on writing projects (or related assignments therein) until 11:05 – 11:15 AM; from that time until class ends, EWPC 235 students will complete small group discussion or other in-class assigned work. No students will leave early (without instructor’s permission)

(I) Discuss imagery and figurative language, (A) Discuss “On Writing.” Project Check-In

Assn. (I): Read *SD*, Ch. 8, and complete p. 136, Pathway 8.3. Study for Imagery Quiz

Assn.: (A): Read *OW*, “On Writing,” pp. 189-208

Assn.: (B) Read *W*, fiction selection (TBA)

Week III

T-09/10

(I) **Imagery Quiz.** Discuss characterization, (A) Discuss “On Writing”

Assn.(I): Read *SD*, Ch. 11. In addition, for T-09/17, complete p. 190, Pathway 11.4 and 11.5 (Read directions ASAP)

Assn. (A): Read *OW*, “On Writing,” pp. 208-231

R-09/12

(I) Discuss dialogue and action, (A) Discuss “On Writing.” Project Check-In

Assn. (I): Read *SD*, Ch. 10 and complete p. 178, Pathway 10.5. Study for Characterization Quiz

Assn. (A): Read *OW*, “On Writing,” pp. 231-249 and “And Furthermore, Part I,” pp. 271-284. Complete 5 pg. dialogue journal over biggest *OW* “take aways” as applied to your writing; in other words, reflect!

Week IV

T-09/17

(I) **Characterization Quiz.** Discuss plot. Discuss short story assignment, (A) Finish discussing “On Writing”

Assn. (I): Complete *SD*, p. 154, Pathway 9.6 or 9.7. Read *SD*, Ch. 7. Study for Plot Quiz. Begin work on short story

(A): Read *W*, fiction selection 2 (TBA). Complete a 3-5 pg. dialogue journal, Analyzing the story through a writer’s eyes.

R-09/19

(B) Discuss place. (I) **Plot Quiz**, (A) Discuss *W* fiction selection. Project Check In.

Assn. (I): Read *SD*, “Edison, NJ,” pp. 315-324. Continue work on short story; bring opening line to class.

Assn. (A): Bring opening line of a project text to class.

*Note: We will start more individualized assignments, contingent upon project goals, at this interval, and segments from *BD* and *NSWEW*

Week V

T-09/24

(B) Story Titles, Beginnings, and Endings Clinic

Assn. (I): Read *SD*, Ch. 14, pp. 233-242. Finish short story draft and bring hard copies to class

Assn. (A): Prepare 7-8 pgs. Of project text and bring hard copies to class

R-09/26

(B) **Writing Workshop I**

Week VI

T-10/01

(B) **Writing Workshop I (cont.)**

Assn.(I): Read *SD*, Ch. 14, pp. 243-45

Assn. (A): In a coordinated effort, work to organize and teach “craft” to introductory class

R-10/03

(B) **Fiction Videos due.** EWPC 435 will lead craft discussion. Introduce Flash Fiction (time permitting)

Assn.(B): Begin revising

Week VII

T-10/08

(B) **Flash Fiction Workshop**

Assn.(I): Read *SD*, pp. 17-18, and Ch. 3. Continue short story revision

Assn.(A): Continue revising. Plan to transition to a new work/chapter/section soon. Bring *BD* to class on R

Assn.(B): Consider revising your Flash Fiction story for the Humanities Festival flash horror contest!

R-10/10

(B) Read and discuss Patricia Smith’s poem, “34.” (I) Introduction to Poetry. Discuss poetry lyricality. Discuss Portfolio I content

Assn.(I): Study for Sound Quiz. Read *SD*, Ch. 4. Finish short story and prepare Portfolio I for submission

Assn.(A): Prepare Progress Check Portfolio for submission (Work in progress and one-page reflection)

Week VIII

T-10/15

(B) **Portfolio due.** (I) **Sound Quiz.** Discuss poetic form

Assn.(I): Study for Form Quiz

Assn.:(A): Smith/Finney Katrina poetry comparison/contrast

R-10/17

(B) Discuss literature as agent of social change, using poetry as a prime example.

(I) **Form Quiz.** Discuss poetry assignments

(A) Discuss Smith/Finney

Assn.(I): Write first drafts of two assigned poems and bring hard copies to class.

Assn.(A): Prepare short project excerpt (3 pg. max.) and bring hard copies to class

Week IX

T-10/22

(B) **Student Conferences. Small Group Writing Workshop**

Assn.(B): Revise texts for online workshop

- R-10/24 BbL Class only (no physical class). Complete work by midnight.
Assn.(B): Read *W*, poetry selections for T-11/05
- Week X**
T-10/29 **Attend Dr. Allegrezza's 10:15 AM Humanities Fest poetry workshop**
- R-10/31 **Class Canceled for Humanities Fest***
***Required:** In addition to Dr. Allegrezza's workshop, you will need to attend four additional Humanities Fest events.
- Week XI**
T-11/05 (B) Discuss Humanities Fest. **Poetry Videos due.** Discuss poetry craft. Discuss *W* poetry selections, (I) Discuss Portfolio II content
Assn.(I): Read *SD*, pp. 75-77, Ch. 5, and "Remember, I Was Not There," pp. 473-75. Complete p. 91, Pathway 5.6. Complete third round of poem revisions and Prepare Portfolio II for T-11/12 submission
Assn.(A): Read *YCMTSU*, pp. 3-31. Write audience analysis of *Witness* (see prompt). Prepare work and reflection for second Progress Check – due T-11/12
- R-11/07 (B) Introduce Creative Nonfiction, (I) Discuss "Remember," (A) Discuss reading and analysis. *Note: From this point forth, we will be discussing publishing in every class
Assn.(B): Finish preparing your work for Portfolio II submission
- Week XII**
T-11/12 (B) **Portfolio II due.** Open Mic (Location TBA)
Assn.(I): Read *SD*, Ch. 6 and "Teeth," pp. 373-81. Complete Pathway 6.5 or 6.6 (as exercise not essay)
Assn.(A): Read *YCMTSU*, pp. 32-54.
- R-11/14 (B) Discuss timeline assignment, (I) Discuss "Teeth," and (A) Discuss CN and Publishing
Assn.(I): Study for Creative Nonfiction Quiz. Read *SD*, "Tracks and Ties," pp. 339-43.
Assn.(A): Read *YCMTSU*, pp. 99-123,
Assn.(B): Start timeline that is due on R-11/21
- Week XII**
T-11/19 (B) **Student Conferences, (I) Creative Nonfiction Quiz.** Discuss "Tracks and Ties." Discuss Creative Nonfiction (CN) assignment. (A) Continue discussing publishing. Discuss craft
Assn.: (I) Finish timeline
Assn.: (A) Finish timeline. Read *YCMTSU*, pp. 124-134
Assn.: (B) Read *W*, CN selection (TBA)
- R-11/21 (B) Discuss timeline, (I) Discuss CN topics, (A) Continue discussion of publishing and craft
Assn.(I): Write CN draft. Bring hard copies for workshop
Assn.(A): Prepare 5-8 new pages and bring hard copies for workshop

Week XIV

T-11/26 & R-11/28 – No classes – Fall Break and Thanksgiving Recess. *Eat, drink, be merry, and be grateful!*

Week XV

T-12/03 (B) **CN Videos due. Writing Workshop III**

Assn.(I): Continue work on CN draft

Assn.(A): Continue work on project product

R-12/05 (B) **Writing Workshop III (cont.)** (I) Discuss Portfolio III content. (A) Discuss Final Portfolio content

Assn.(B): Read publication materials for *Against the Grain* submission. Continue portfolio work

F-12/06 *Last day to withdraw from a class with instructor’s approval*

Week XVI

T-12/10 (B) Discuss publishing. Finish Writing Workshop III (if necessary)

Assn.(B): Prepare Portfolios and *Against the Grain* submissions

Assn. (A): Prepare extra credit submission, if you so choose

R-12/12 **Portfolios and *Against the Grain* submissions due.** Class wrap up

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn’t excuse you from doing class work; instead, you will have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. If an absence is unavoidable, please let me know in advance, in which case it will be marked as excused. Students with excused absences will be able to make up work for full credit if it is submitted at the beginning of the next class period and will receive a 10 percent grade deduction if it is submitted at the beginning of the second period after returning to class. Missed in-class work, including quizzes, cannot be made up. Students with unexcused absences will automatically receive a 10 percent grade deduction on any classwork submitted at the beginning of the next class period after the work is due and a 20 percent deduction on work submitted the second period after returning to class. After one week of tardiness, work will no longer be accepted.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals;

	<ul style="list-style-type: none"> • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If texting or accessing the Internet for other purposes becomes a problem, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and participate in a way that shows you have done the assigned reading.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act

	(ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .