COURSE DESCRIPTION
Introductory studio course in creative writing that emphasizes a hands-on, action-based approach toward the goal of developing skills in reading, craft and technique, and creativity. Creative Writing I seeks to challenge students' perceptions, assumptions, imaginations, and reading/writing abilities. The course covers at least two of the following genres: poetry, fiction, creative nonfiction, and drama.

CATALOG DESCRIPTION
Study of terms and practice in the techniques of writing fiction, poetry, and/or drama.

COURSE PREREQUISITES
ENGL 101: Composition I and ENGL 210: Introduction to Literature or UHON 110.

REQUIRED COURSE MATERIALS
4) Additional course materials will be made available via D2L by the instructor.

GETTING STARTED
Access to D2L is required for this course. User ID and Password are identical to those for WebAdvisor. For questions regarding technology, please see the Online Student Handbook or contact the Help Desk at helpdesk@usd.edu or toll free at 877-225-0027. You can access D2L independently or through the USD Portal.

How to reach me: My email address is provided at the top of this syllabus. During the week I will do my best to respond within 24 hours, but if you email me on the weekend you may have to wait until Monday for a response. Additionally, please feel free to use the Course Questions discussions tab in D2L for any questions that might be useful to the entire class.

I prefer that you not contact me through the D2L e-mail or pager system as you are guaranteed a faster response through the above channels.

COURSE OVERVIEW
In this class we will read and write fiction and nonfiction, exploring forms including flash fiction, the short story, the lyric essay, and the personal essay. We will take writing seriously as a process, a discipline, and an art form. In the course you will:
• Consider the writing process from first idea to finished product;
• Read and respond to contemporary fiction and nonfiction;
• Complete a research project that you may choose to draw upon in later assignments;
• Begin to understand prose fiction and nonfiction as distinct and yet complementary art forms;
• Complete five (5) major writing assignments;
• Make conscious decisions about following or flouting conventions of grammar, format, and structure;
• Participate actively in workshops of student writing (including having your own writing workshopped at least once);
• Make use of student and instructor feedback while revising work for a final portfolio;
• Begin to develop good habits for a writing practice that you can stick with outside the classroom.

Course Schedule: The course schedule is available in D2L, on the calendar and in the Getting Started widget on the left side of the course shell.

Course Components: This course is organized into two units composed of readings, discussions, creative writing assignments, and workshops. The entire course is visible in chronological order by clicking on the “Content” tab and toggling between the units and their associated workshops. The main course components are explained in greater detail below.

Readings
Each week (with a few rare exceptions), you will have a reading assignment from one or more of our course texts. These assignments are available in the course schedule and in the description of the associated discussion. Readings are always accompanied by a discussion.

Discussions
In the discussions, I will typically ask you to apply and/or consider some aspect of the reading. There will be as many discussions in a given week as there are reading assignments, and a discussion will always require one original post and a specified number of responses to your peers. You will not be able to see your peers’ original posts until you have posted your own. In the occasional weeks without a reading assignment, there may still be a discussion with a different kind of prompt in the description.

Creative Writing Assignments
There are five principal creative writing assignments in this course as well as a final portfolio. These assignments are discussed in greater detail on their D2L dropbox pages.

1) “Things I Mean to Know” (1,000 words minimum)
2) A flash fiction piece (750-1,000 words)
3) A short story (2,500-3,000 words approx.)
4) A lyric essay (750-1,000 words)
5) A personal essay (2,500-3,000 words approx.)

Workshops
Workshops will take place in dedicated discussion threads but will have distinct requirements and will be evaluated differently. We will run a mock workshop on Raymond Carver’s “Cathedral” in the week before we begin, so everyone will have the chance to be 100% clear on how to participate effectively. The workshop is one of the most
significant parts of your grade in this course, and it is crucial to your success that you take it seriously.

Each unit will have an associated workshop period. You will read your peers’ work and offer substantial constructive criticism by writing a letter to the author in which you highlight the strengths and weaknesses of the piece and offer suggestions for revision. You will post the letter in the thread for the workshop and then respond to at least two of your peers—furthering the conversation and offering yet more feedback to the writer.

The subject of each workshop will be the longest assignment in each unit—in Unit 1, we will workshop the short story, and in Unit 2, the personal essay. Each writer will have at least one piece fully workshopped. Additionally, we will have mini-workshops for the flash fiction and lyric essay assignments, which will function similarly. These mini-workshops are explained in greater detail on their respective pages in D2L.

**Collaborate Ultra:** I will host weekly office hours and occasional lectures and conferences through Collaborate Ultra. During workshop weeks, these will double as live counterparts to our text-based workshops, where students will be able to discuss the work in question with me in real time. Typically, these will be held on Tuesdays from 5pm-6pm CST, but I reserve the right to adjust that time on an ad-hoc basis or, if necessary, for the remainder of the semester.

**Instructions for Accessing Collaborate Ultra:** At the top of any page, click on the Communications tab and select Collaborate Ultra from the drop down menu. You will be taken to a list of upcoming sessions, and you will choose the one that corresponds to the current week. To view recorded sessions, click the menu in the upper left hand of the Collaborate Ultra home page (the box with multiple lines), then select Recordings from the black side bar that appears. Recorded sessions will appear in the list approximately 2 hours after each session ends.

**Instructions for Uploading Files via dropbox:** At the top of any page, click on the Assessments tab and choose dropbox from the drop down menu. Click on the folder that corresponds to that week’s assignments. Then, click on Add a File. Select My Computer and click Upload. Choose a file from your computer and click Add. Finally, click on submit.

**Receiving Feedback:** My feedback will be available as comments on your submitted work in Turnitin. Additionally, I will participate in workshops when it is appropriate and I am always happy to schedule a conference to discuss your work privately through Collaborate Ultra. Simply email me to set up a time.

**Assignment Format:** All stories and essays must be typed, double-spaced, in 12 pt. Times New Roman or Garamond font. I require all writing to be submitted in Microsoft Word format. Microsoft Office is free to all USD students. You can download it by going to your USD MyPortal site. If you need assistance, contact the Help Desk at helpdesk@usd.edu or toll free at 877-225-0027.

**“Recycled Writing” Policy:** All writing submitted for English 283 must be produced this semester for this course. Students who “recycle” writing submitted during previous attempts at English 283 or for other courses may be dropped from the course for non-participation.

**Policy on Academic Integrity:** The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. At the discretion of the
instructor, a student caught engaging in any form of academic dishonesty may be:

- given a zero for that assignment.
- allowed to rewrite and resubmit the assignment for credit.
- assigned a reduced grade for the course.
- dropped from the course.
- failed in the course.

Students who have engaged in academic dishonesty may be referred to the USD Office of Rights and Responsibilities for violation of the Student Code of Conduct.

**Plagiarism** occurs when a student submits another person’s writing as his/her own or has another person dictate what should be written. Academic dishonesty also includes the following, as outlined in the student code of conduct: “Cheating, which is defined as, but not limited to the following: a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations; b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.”

Plagiarism or academic dishonesty in any single assignment, including short papers, reflective assignments, and drafts, no matter how long or what degree of plagiarism, will be referred to the Department Chair. The department’s default penalty for plagiarism or academic dishonesty is **course failure**.

**Grading:** In this class you will be graded on the signs of commitment to your work. If it is clear that your story or essay was slapped together at the last minute, you will receive a low grade for it. If it is polished and shows signs of hard work on the part of the author, you will receive a high grade. Likewise for your discussion posts and workshop responses. My personal taste (or the taste of your peers) will have no bearing on the grade you receive. Grades will be posted approximately two weeks after the relevant due date or workshop period.

**Final grade calculation will be based on the following percentages/points:**

<table>
<thead>
<tr>
<th>Points/Percentage</th>
<th>Description</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>450 pts/45%</td>
<td>Final Portfolio</td>
<td></td>
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<tr>
<td>- Short Story draft</td>
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<tr>
<td>- Short Story revision</td>
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<tr>
<td>- Personal Essay draft</td>
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<tr>
<td>- Personal essay revision</td>
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<tr>
<td>- Reflection Essay</td>
<td></td>
<td></td>
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<tr>
<td>250 pts/25%</td>
<td>Workshop participation</td>
<td></td>
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<tr>
<td>150 pts/15%</td>
<td>Other Writing Assignments</td>
<td></td>
</tr>
<tr>
<td>- “Things I Mean to Know”</td>
<td></td>
<td></td>
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<tr>
<td>- Flash Fiction</td>
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<tr>
<td>- Lyric Essay</td>
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<tr>
<td>150 pts/15%</td>
<td>Readings/Discussions</td>
<td></td>
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</tbody>
</table>

A = 90-100 (900-1000 pts)  
B = 80-89 (800-890 pts)  
C = 70-79 (700-790)  
D = 60-69 (600-690 pts)  
F = 0-59 (0-590 pts)

Points and percentages will always be rounded up or down to the nearest whole number (for percentages) or even ten (for points). For example, a 69.5% (695 points), will become 70% (700 points).
BOR/SGR System GOAL #1 – Students will write effectively and responsibly and will understand and interpret the written expression of others.

**Student Learning Outcomes** – As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT OF OUTCOMES IN ENGLISH 283</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write using standard American English, including correct punctuation, grammar, and sentence structure</td>
<td>Formative assessment of creative assignments, close readings, and workshop response letters. Instructor and peer review (workshop). Summative assessment of final portfolio using a consistent rubric.</td>
</tr>
<tr>
<td>Write logically</td>
<td>Formative assessment of creative assignments, close readings, and workshop response letters. Instructor and peer review (workshop). Summative assessment of final portfolio using a consistent rubric.</td>
</tr>
<tr>
<td>Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive)</td>
<td>Formative assessment of creative assignments, close readings, and workshop response letters. Instructor and peer review (workshop). Summative assessment of final portfolio using a consistent rubric.</td>
</tr>
<tr>
<td>Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools</td>
<td>Formative assessment of “Things I Mean to Know” assignment. Summative assessment of reflection essays in final portfolio.</td>
</tr>
</tbody>
</table>

**Course policies and procedures**

**Attendance:** Weekly participation in the course via D2L is required. Your attendance will be monitored via your participation on the weekly discussion board as well as your timely submission of assignments.

**Late Work:** All modules are due on Sundays by 11:59pm unless otherwise indicated. Remember that a due date is simply the last possible moment at which you can submit work. With the exception of module 1 (week 1), all modules are available as of the Saturday of the preceding week (if not before). Basically, this means that if you’re used to using Sunday to get all your work done, you still can, you’ll just be doing your work early. You have the entire week in which to complete your assignments, so use your time wisely. In an online class, if you leave work to the last minute, a technical problem or a dead battery can be the difference between passing and failing. Get in the habit of working ahead.

Except in the rarest of emergency circumstances, I will not accept late work. All assignments are visible for multiple days, and it is up to you to manage your own schedule. If you know that you will be traveling or otherwise occupied on a due date, make arrangements to complete the assignment ahead of time.

In the event of a true emergency, contact me with appropriate documentation and we may be able to work something out. However, given that the class is fully online, I expect all students to be prepared to take their work with them in most cases.

If you are having an issue with your technology, please contact the Help Desk at helpdesk@usd.edu or toll free at 877-225-0027 for immediate assistance.

**Online Student Handbook:** This document is available in the left hand toolbar inside the course shell in D2L. It is
an invaluable resource for online education at USD, covering everything from student conduct to technical assistance to adding and dropping classes. Consult it early in the course, especially if this is your first time studying online.

**Professionalism:** This course is meant to foster a spirit of academic inquiry. We all approach new information from a place of ignorance, or not knowing, and the only way to move to a place of knowledge is by asking questions and pursuing understanding. So, please, do not be afraid to broach difficult subjects in class, or privately through e-mail correspondence. At the same time, I ask that you approach each topic with sensitivity and respect. A good rule of thumb is to behave and write in the way that you would behave and speak in a face-to-face class. If you wouldn’t say it in person, you probably ought not to write it in public here. (That said, you can always feel free run things by me if you’re not sure how to address something in the discussions.)

*For a guide to proper online course etiquette, please consult the section on “Netiquette” in the Online Student Handbook.*

**Incompletes:** Incompletes require the approval of the Director of Writing or English Department Chair.

**ENGLISH DEPARTMENT POLICY ON FAIR EVALUATION**

**Fair Evaluation:** Each student is entitled to a fair grade in each course in which he or she is enrolled. It is the right and the responsibility of an instructor to establish criteria for evaluation for each course that he or she teaches, and to determine the degree to which an individual student has fulfilled the standards set for the course.

Students should be apprised that extraneous factors, such as eligibility for sorority or fraternity membership, for scholarship or financial aid awards, for athletics, for timely graduation, or for admission to graduate or professional schools, have no bearing on the determination of grades. The quality of the student’s overall performance with respect to standards for evaluation will be the only basis for judgment.

**Resolving Complaints about Grades:** The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Department Chair, who will assist the instructor and the student in reaching a resolution. Grade appeals not resolved with the assistance of the Department Chair may be directed to the Office of the Dean of the College of Arts and Sciences (for undergraduates) or to the Dean of the Graduate School (for graduate students), provided that the grading decision at issue would affect the student’s final course grade. The student initiating the grade appeal should be prepared to show that the grade was decided unfairly. According to South Dakota Board of Regents Policy 2:9, any academic appeal must be initiated within thirty calendar days from the date that the student received notification of the grade, unless the grade is assigned within fifteen calendar days of the end of the term. In that case, any appeal must be initiated within fifteen calendar days after the start of the next term (fall, spring, or summer).

**Freedom in Learning:** Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious
consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Diversity and Inclusive Excellence Statement:** The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](http://www.usd.edu/ds).

**Assessment Disclaimer:** Any written work submitted for this course may be used for purposes of program review and/or faculty development.

**Statement of Compliance with Americans with Disabilities Act (ADA):** Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox  
Director Disability Services  
Room 119 Service Center  
(605) 677-6389  
Web Site: [http://www.usd.edu/ds](http://www.usd.edu/ds)  
E-mail: dservices@usd.edu