Course Description:

What is Creative Writing? It's the craft of generating content rich worlds with subtextual arguments. Fabricating worlds of people and things that interact through striking, beautiful, and terrifying language. It is examining the microcosms of reality. To the point, this class will require you to write with unique characters, settings, events. We will not write stories or poems of drunken nights out, of teenage rivalries, of zombies or vampires or magical kingdoms. We will not write about our lives in cute, clean boxes. We will break open the world, pour the yolk of it onto the floor. Make a mess. We will generate strange characters with unique fascinations, characters who often do unexpected things to the reader’s frustration. My warning is: do not bore us. Experiment. Play with language. Break free of your rigid world and make an argument.

The purpose of this class is to introduce you to writing as a craft. Writing is a long process, which requires research, exactitude, and tireless editing. I will require you to participate in writing exercises that help isolate individual stylistic muscles. You will save each of these exercises and submit them in your final portfolio. You will bring in short pieces to workshop throughout the semester. These pieces can be short stories or hybrid texts. (If you are worried whether or not the work will be acceptable, you are always welcome to show it to me first.) You will be required to revise each story for the final portfolio. One revision must be extreme in that it radically transforms some aspect of your work. It might be through line editing, replacing weak parts, or extending the work. In this class, I want you to stay away from genre, especially supernatural or fantasy. You may write that when you advance through the creative writing program. You may write speculative fiction that plays with elements of genre, but the work should not rely heavily on the tropes and conventions of genre. For example, we should never have a character who lives in a strange land that seems strikingly like Medieval England, nor should s/he be a being on another planet. I have nothing against genre, but at the intro level, we must first focus on language and narrative.

Books:
The Melancholy of Anatomy, Shelley Jackson, 978-0385721202
The Shell Collector, Anthony Doerr, 978-143919005
The Volta Book of Poets, ED. Joshua Marie Wilkinson, 978-19400090016

Grading:
Flash Story: 100 Points
Short Story: 100 Points
Poems: 100 Points
Reading Questions 4: 50 Points Each (200)
Writing Exercises 9: 20 Points Each (180)
Discussion board Participation: 6 at 20 points each (120)
Final Portfolio: 200 Points
Outcomes and Assessments:

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<th>LEARNING OUTCOMES:</th>
<th>ASSESSMENT:</th>
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<td>(1) Write using standard American English, including correct punctuation, grammar, and sentence structure</td>
<td>Write original creative writing assignments, then respond to instructor’s feedback; Submit revised versions of the creative writing assignments in a final portfolio; Additional writing assignments at the discretion of the individual instructor including, but not limited to: metacognitive process pieces, reviews, analyses, responses, memoir prompts, journal-keeping, and various in-class and out-of-class writing exercises.</td>
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<td>(2) Write logically</td>
<td>Submit revised versions of the creative writing assignments in a final portfolio; Additional writing assignments at the discretion of the individual instructor including, but not limited to: metacognitive process pieces, reviews, analyses, responses, memoir prompts, journal-keeping, and various in-class and out-of-class writing exercises.</td>
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<td>(3) Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive)</td>
<td>Write original creative writing assignments, then respond to instructor’s feedback; Submit revised versions of the creative writing assignments in a final portfolio; Additional writing assignments at the discretion of the individual instructor including, but not limited to: metacognitive process pieces, reviews, analyses, responses, memoir prompts, journal-keeping, and various in-class and out-of-class writing exercises.</td>
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<td>(4) Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools</td>
<td>Utilize formal research strategies to gather materials which will then be incorporated into a creative work with an accompanying bibliography; utilize formal research strategies to gather materials which will then be incorporated into two short papers submitted with appropriate documentation drawn from a diverse array of resources.</td>
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