

ENGLISH 102-3
Freshman Composition 2: The Creative Process
2:30-3:45 T/Th
Room PL 213
Fall Semester, 2015

Instructor: Gayle Brandeis
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Office hours: by appointment
Office: TBA

Course description: This course builds on and further develops the writing skills introduced in ENGL 101, and will focus upon exploring the creative process through reading and writing in a variety of genres, including creative non-fiction, short fiction, poetry, plays and graphic narratives. We will put an emphasis on imaginative approaches that combine creative expression with critical thought. Students will conduct both primary and secondary research, synthesize and integrate research material into original work, and present individual research in papers and projects. We'll also have a lot of fun stretching our own creative boundaries—be prepared to play as well as work!

Required Texts:

The Best American Non-Required Reading 2014, Daniel Handler, Editor
Refresh, Refresh by Danica Novgorodoff, Benjamin Percy, James Ponsoldt
The Little, Brown Compact Handbook (8th edition)

Student Outcomes:

This course aims to develop both critical and creative thinking skills, evidenced by your ability to evaluate, analyze, and shape an argument in response to readings and research, and to make complex comparisons between texts. It also aims to spark your creative potential and give you fresh ways of approaching your academic work as you explore and refine your research skills.

Grades:

Your grade will be determined by:

—three papers (compare/contrast, analysis, and argument, 200 points each) and one long research paper (300 points)

—five short paragraphs about different writers' processes, citations included (50 points each)

—four short creative works (50 points each) and one creative presentation (50 points)

--your participation in class (including discussions, peer critiques and in-class writing exercises, 100 points)

1500 points are possible in the course

1375-1500=A 1249-1374=A- 1123-1248=B+ 997-1122=B 871-996=B- 745-870=C+
619-744=C 493-618=C- 367-492=D+ 241-366=D 115-240=D- 0-115=F

The final grade is based on completion of all assignments. Assignments that are turned in past the due date will be lowered by 10 percent per class period. Assignments turned in more than two weeks late will not be accepted, no exceptions. When you graduate and (hopefully) get a job, your boss won't take too kindly to excuses about why your work is late; now is a chance to practice a good work ethic.

General guidelines:

--Come to class on time and prepared, and be sure to turn off all cell phones, iPods, etc. Laptops are okay for in-class writing, but you may not go online.

--Type all assignments in 12pt Times New Roman (or a comparable standard font) in black ink, double spaced, 1-inch margins, 8 ½ x11" paper, page numbers clearly marked, using proper MLA formatting and citations.

--Be willing to explore, to be vulnerable, to push your own boundaries, to dig deep and take creative risks.

—Be attentive in class, listen when others are speaking, be respectful and contribute meaningfully to the class discussions; this will create a supportive classroom community (and will be reflected in your participation grade.) More than two absences will negatively affect your grade. You have the freedom to make choices about your academic experience, but you must graciously accept the consequences if you choose to put your attention elsewhere.

Course Calendar

Note: This calendar may change to accommodate class projects as well as individual interests. Therefore, the calendar should be seen as advisory – intended to give you a rough idea of the assignments in our English 102 class. I reserve the right to make any changes to the calendar as I see fit, and, if possible, with your collaboration. Any changes to the calendar will be announced during class

Date	Reading Due	Assignments Due
Tuesday, August 18	Introduction to the class and to each other. What is creativity?	
Thursday, August 21	Read “Refresh, Refresh” by Benjamin Percy (http://www.theparisreview.org/fiction/5585/refresh-refresh-benjamin-percy) (original short story) and pp 1-62 of Refresh, Refresh (graphic novel)	
Tuesday, August 25	Read pp 64-137 of Refresh, Refresh (graphic novel) and Danica Novgorodoff Talks “Refresh, Refresh” (http://www.comicbookresources.com/?page=article&id=23070)	Research and write a short paragraph about one comic book artist’s process.
Thursday, August 27		Compare/Contrast paper rough draft for peer review
Tuesday, September 1	“Rage of Poseidon” by Anders Nilsen (pp. 113-132)	Compare/Contrast paper (final)
Thursday, September 3	“Have Cake and Tea with Your Demons” by Yumi Sakugawa (TBANRR, pp 216-227)	Comic strip due
Tuesday, September 8	“Two Poems” by Lucie Brock-Broido (pp. 183-184)	Research and write a short paragraph about one poet’s process.
Thursday September 10	“Shift #6” by Ali Liebegott (pp. 197-200)	

Date	Reading Due	Assignments Due
Friday, September 11- Saturday, September 12	WRITERS IN THE WOODS with Benjamin Percy	Extra credit to attend reading on 9/11 and/or workshop on 9/12
Tuesday, September 15	“The Robots Are Coming” by Kyle G. Dargan (pp. 134-136)	Analysis paper (rough draft for peer review)
Thursday, September 17	“Two Words” by Isabel Allende (http://carkass.livejournal.com/351481.html) and “Order to the Chaos of Life: Isabel Allende on Writing” http://www.brainpickings.org/2013/02/18/isabel-allende-on-writing/	Analysis paper (final)
Tuesday, September 22	“Three Poems” by Matthew Dickman (pp. 82-87)	
Thursday, September 24	“I Feel YES” by Nick Sturm (pp. 358-371)	Poem Due
Tuesday, September 29	“If You Were A Dinosaur, My Love” by Rachel Swirsky (pp. 314-316)	Research and write a short paragraph about one short story writer’s process
Thursday, October 1	”Body-without-Soul” by Kathryn Davis (pp 201-208)	
Tuesday, October 6	“The Body” by A.T. Grant (pp. 185-196)	Thesis statement and potential outline for research project due
Thursday, October 8	NO SCHOOL	
Tuesday, October 13	“AP Style” by Dan Keane (pp. 9-20)	Flash fiction due

Date	Reading Due	Assignments Due
Thursday, October 15	<p>“Things I Know About Fairytales” by Roxane Gay http://necessaryfiction.com/stories/RoxaneGayThingsIKnowAboutFairyTales and A Q &A with Roxane Gay https://bitchmedia.org/post/a-qa-with-roxane-gay-on-writing-violence-and-fairytales</p>	
Friday, October 16-Saturday, October 17	WRITERS IN THE WOODS with Roxane Gay	Extra credit to attend reading on 10/16 and/or workshop on 10/17
Tuesday, October 20	“The Real Alan Gass” by Thomas Pierce” (pp. 268-286)	
Thursday, October 21	“K Becomes K” by V.V. Ganeshananthan (pp. 287-301)	
Tuesday, October 27		Argument paper (rough draft for peer review)
Thursday, October 29	“Episode 15: Street Cleaning Day” by Joseph Fink and Jeffrey Cranor (pp. 209=218)	Argument paper (final)
Tuesday, November 3	“15-Second Android” by Lally Katz (p. 133), “Cat N Leo” by Reggie Watts (p. 263) and “Little Thing” by Sylvan Oswald (p. 350)	Research and write a short paragraph on the creative process of someone who writes for stage or screen

Date	Reading Due	Assignments Due
Thursday, November 5	<p>“His novel idea needs just a bit more time” http://www.timesunion.com/living/article/His-novel-idea-needs-just-a-bit-more-time-4737397.php</p> <p>http://www.saratogian.com/general-news/20130223/how-small-apartments-sheltered-saratoga-springs-natives-big-dreams</p> <p>Watch http://www.jonasakerlund.com/stuff/#small-apartments-behind-the-scenes</p>	15 second play due
Friday, November 6-Saturday, November 7	WRITERS IN THE WOODS with Chris Millis	Extra credit to attend reading on 11/6 and/or workshop on 11/7
Tuesday, November 10	“If He Hollers Let Him Go” by Rachel Kaadzi Ghansah (pp. 240-262)	Research and write a short paragraph about one essayist’s writing process
Thursday, November 12	“On the Study of Physics in Preschool Classrooms: Pedagogy and Lesson Planning” by Mathew Schultz (pp. 1-8)	
Tuesday, November 17		Research project rough draft for peer review
Thursday, November 19	“The Saltwater Twin” by Maia Morgan (pp. 317-325)	Research project (final)
Tuesday, November 24	NO SCHOOL	
Thursday, November 26	HAPPY THANKSGIVING!	
Tuesday, December 1	“Joy” by Zadie Smith (pp. 351-357)	
Thursday, December 3		Creative Presentations

Date	Reading Due	Assignments Due
Friday, December 11	FINAL 12:30pm	

SCHOOL POLICIES

Sierra Nevada College Mission Statement: Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

Core Themes: Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

Learning Differences: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu.

The Honor Code: The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Email System: The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

WRITING RESOURCES

The Prim Library (<http://libguides.sierranevada.edu/library>) which, in addition to its book collection, houses:

Interlibrary Loan This service allows you to obtain articles or borrow books from other libraries. Some of the library's databases allow direct requests through the database interface. The online catalog allows holds to be placed using your library barcode number.

Scarsella-Boleky Tutoring Center (3rd floor Prim Library) Tutoring is available at no charge, not only to SNC students, but also to members of the Incline Village community.

We only provide tutoring when our fall and spring semesters are in session, and only if qualified tutors are available. You can also schedule one-on-one tutoring by filling out the Tutoring Request Form on the SNC website. Please be considerate and cancel by 10 am on the day of your session. Repeated no-shows will be turned away for future appointments.

Incline Village Public Library One of the privileges of being a Sierra Nevada College student, staff or faculty member is that you are eligible to be a member of the Washoe County Public Library system at the Incline Village Public Library.

This membership enables students to have easy access to the print, video, and other collections of the Washoe Library system. SNC students are encouraged to enroll and use the Washoe

County Public Library system. Washoe County Public Library Cards can be obtained at the Incline Village Public Library, 845 Alder Ave., Incline Village, NV 89451

The Eagle's Eye Newspaper The Eagle's Eye is a student-run publication which covers news of interest and importance to the greater Sierra Nevada College community.

Sierra Nevada Review The Sierra Nevada Review is an annual literary magazine published in May featuring poetry and short fiction. Editors read manuscripts from September until March. Response time may vary between a month and several months.

The editorial staff changes on a yearly basis with the exception of advisory editor, June Sylvester Saraceno.

Writers in the Woods Reading Series: The Creative Writing Department has organized a series of readings and workshops. The Friday night readings remain free and open to all. Workshops are open to the community for a \$50 registration fee, and may be taken for credit or non-credit. The eclectic group of writers offers something for a wide range of interests—from history to science, drama, politics, comedy and, of course, literature.