

English 205, 305, 405

Creative Writing

Spring 2015 Course & Section: ENG 205-1 TTh 11:30pm-12:45pm
CRN: 10157 Location: TCES 215 Office Hours: TTh 10:00-11:15
or by Appt.

Jared Stanley, Poet
jstanley@sierranevada.edu

The 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.

The College Core Themes

Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

Course Description

The course will serve as an introduction to the craft of writing poetry, fiction and creative non-fiction. Students will study literary devices and style by considering a variety of texts by published authors. In addition, the course will provide an opportunity to explore their own imaginative participation in the world around them.

This is a stacked class, which means we have students who are working at the introductory, intermediate, and advanced level. There will be variations in the assignments each of these students is assigned, but in general, we will all participate in workshop as a group.

Required Texts

Available at the SNC bookstore

Six Memos for the Next Millenium, Calvino
Randall Jarrell's Book of Stories, ed. Jarrell
Oxford Book of American Poetry, ed. Lehman
50 Essays, ed. Cohen

Class Format

The Class will be split up into **Seminar Days** (Tuesdays) and **Workshop Days** (Thursdays). Here's a short description of what we'll do on each day:

Seminar Days

In general, we will focus on reading one or two pieces by published authors, looking primarily at technique but discussing content and subject matter as necessary.

Seminars include short lectures, discussions, in-class work, and demonstrations of technique. Occasionally, some time on seminar days will be library reading time, in which we'll spend time browsing in the library, and reading whatever we find interesting, all for the sake of increasing our general knowledge.

Workshop Days

We will look at three drafts on workshop days. Each poem up for workshop will be assigned a first reader who is responsible for initiating the discussion.

In this class, participation means being prepared for class. There will be occasional seminar days, in which we'll explore the history and themes of a given genre. On seminar days, you must READ and ANNOTATE the poems up for discussion. Thursdays are workshop days: on Thursdays, you must READ and COMMENT upon the drafts up for workshop. This grade may include reading quizzes if you guys stop doing the reading. Don't let it come to this. If you want to write, you have to read, so don't be ignorant, be rad. Please, for the sake of your future readers.

Journals, 100pts

Most writers keep some form of journal, which acts as a place to start ideas, jot down images, and most importantly for our class, to quote and comment upon writing by published authors. In your journals, you should discuss either assigned readings or work you've encountered. This will give you an opportunity to think more deeply about the texts we're reading and to consider any strategies a given author uses that you can appropriate for your own writing. I will collect these twice during the semester (in the middle and at the end).

Chapbook/Portfolio, 100pts

At the end of the semester, you will gather the best work you've done in the class and produce a small-edition book to distribute to the class. Besides being lots of fun, it will provide you with an opportunity to REVISE. The quality of your revisions and of the presentation (cover, layout, etc.) of your book will determine your points.

Final Paper, 100pts

Along with the chapbook, the culminating work of this semester will be a 5 page analytical paper. I'm not looking for perfection in this paper. I'm looking for evidence that you've read and thoroughly engaged with a text—I'm looking for passion and intelligence, maybe a sense that you've seen something beautiful or terrible in the work.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

We'll primarily use the library as a vehicle for exploring the vast amounts of literature which have been written, and to understand our own work within that context.

Attendance

Class participation 100 points. If you aren't in class consistently, you will not be available to participate. Needless to say, I expect you to attend class consistently. I take this as a matter of mutual respect. I will always be on time, and I expect the same from you. If you miss more than **THREE** days of class you may be subject to a lower grade or fail the class entirely.

Class Requirements

Essays:

You will write four essays of approximately 1000 words or more. All four essays must address the general theme of this course: Writing and the Environment.

We will write a compare/contrast essay, a critique, an analysis, and a research paper—in short, the kinds of papers you'll be asked to write as a college student.

In writing these essays, you may propose your own topics, adopt those we discuss in class, or expand topics that are assigned as part of routine coursework. However you choose to proceed, I must approve your topic selection even if you select one that I have provided.

Readings:

Each week you will be responsible for reading assigned articles or chapters in your textbooks as well as supplemental readings. We'll have 5 reading quizzes, worth 2 points apiece, given at random times. Read!

Sanctions for Cheating and/or Plagiarism: 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.

ADA Accommodations

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 or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

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.

Tentative Course Schedule

Note: This schedule provides a general plan for this course. Alterations may be necessary and students will be informed when changes in assignments are made. Students are responsible for the material covered and announcements made during all classes.

Week 1: Jan. 19, 121

Introductions, Syllabus, a Little Bit of Uh-Huh and a Whole Lot of Oh Yeah.

A few ideas and claims about what writing does.

Week 2: Jan. 27, 29

Non-Fiction / The Essay

Exercise 1: A snake-like beauty in the living changes of syntax: The Sentence

Week 3: Feb. 3, 5

Non-Fiction / The Essay

Exercise 2: When to research and when to riff

Week 4: Feb. 10, 12

Non-Fiction / The Essay

Exercise 3: Don't write about your Grandma unless your Grandma rides a Harley

Week 5: Feb. 17, 19

Non-Fiction / The Essay

Week 6: Feb. 24-26

Poetry

Exercise 4: Lower Limit Speech, Upper Limit Music

Week 7: Mar. 3, 5

Poetry

Exercise 5: Lyrics, odes, meditations, and whatever else: the genres of poetry

Week 8: Mar. 10, 12

Poetry

Exercise 6: Why should the universe give a shit? revision

Spring Break

Week 9: Mar. 24, 26

Poetry

Week 10: Mar. 31, Apr. 2

Creative Writing and New Media

Exercise 7: Language and its media

Week 11: Apr 7 (No class Apr. 9)

Creative Writing and New Media

Exercise 8: the Five Minute Podcast

Week 12: Apr. 14, 16

Fiction

Exercise 9: Why is a Character and How Did She Get in My Story About Waffles?

Week 13: Apr 21, 23

Fiction

Exercise 10: What's Happening? A Plot, (Or Not)

Week 14: Apr. 28, 30

Fiction

Week 15: May 5th

Chapbook Workshop