

CREATIVE WRITING II:

✦ *The Practice* ✦ ENGL 3314.001



FACULTY: Dr. Anett Jessop
CLASS SCHEDULE: T/TH 9:30 - 10:50 AM
CLASSROOM: HPR 256
OFFICE: CAS 103C
OFFICE HOURS: T/R 1:00-2:30pm, & by appointment
EMAIL: ajessop@uttyler.edu

Creative Writing II builds upon the explorations in genre, subject, and style that students generated in Creative Writing I. In this course we will enrich and support your “*Practice*” of your literary art form by exploring the habits and strategies that will encourage your craft in the present and sustain it for the future. This approach invites all genres as the emphases across the semester are shared: Finding focus; practicing perception; engaging language; creating images; developing character, setting, and voice; drafting and revising; and discovering community through performance and publishing. The course goal is to promote the exploration and development of students’ artistic practices (the habits of mind and time) that promote the growth of each individual’s talents and whole person. This goal will be demonstrated through class discussions, writing assignments, researching and exploration, and end-of-term creative projects.

▮ Required Texts & Supplies

Pagh, Nancy. *Write Moves*. Broadview Press, 2016. ISBN-10: 9781554812264; ISBN-13: 9781554812264

Light the Dark: Writers on Creativity, Inspiration, and the Artistic Process. Ed. Joe Fassler. Penguin Books, 2017. ISBN: 9780143130840

Journal(s) of your choice

▮ Policies & Requirements

ATTENDANCE & PARTICIPATION: My teaching methods emphasize discussion and collaborative learning, including small group work and writing workshops. Class members will be expected to share thoughts and to encourage others to do so. This course is both reading- and writing-intensive and

students will engage in varied writing assignments—both graded and ungraded—as a means to making discoveries and articulating insights about the literary works we read and those you and your colleagues write. Participation is crucial to your success in this class, which operates on the basis of a thoughtful interaction between teacher and student and between students. Everyone is expected to attend all classes, arrive on time, **turn off cellphones and laptops and store them in backpacks. Attention to the cellphone instead of class and peers will be counted as an absence.** You will often work in small groups and are always expected to participate in discussions of the readings and shared writings. Quizzes may be given at any time and may not be made up.

I will allow for three absences, excused or unexcused, during the semester, after which your participation grade may drop by 1/3 for each absence. If you are ill or have an emergency, please email me in order to turn in homework and to pick up the next assignment. Questions concerning grades and assignments, however, should be addressed during my office hours rather than by email. I will be available by appointment in case of a time conflict.

COURSE PROJECTS

Semester Planning Proposal: During Week 1, students will hand in a preliminary statement of their writing goals and projects for the semester. This proposal will be revised and updated across the semester.

Writing Prompts: Students will be responsible for introducing a writing prompt at the beginning of a class. A sign-up sheet will be circulated during Week 1.

Creative Writing Journal: One of the objectives of this class is that you generate new writing—through in-class writing and the prompts in our textbook’s “Your Moves” at the end of each chapter—and that you continue to draft and revise your current project and/or begin a new one. ****Take note over the semester of the kinds of writing prompts that attract you.* Please use your journal for all of your writing and bring it to all class periods.

Reading for Inspiration & Continuance: We will read the “writers on writing” essays in the anthology *Light the Dark* for insights and motivations.

The Writing Life: We will explore careers that take advantage of a writer’s skills; view and respond to podcasts of writers being interviewed and/or reading their work; explore publication venues and submission procedures; craft an artist’s statement and résumé to be used when applying for readings, writing grants, and residencies.

Chapbook & Reading: At semester’s end, you will submit for a grade a revised and formatted creative writing collection of work written over the semester. In addition, we will practice Public Presentations of select works and provide each other with useful feedback.

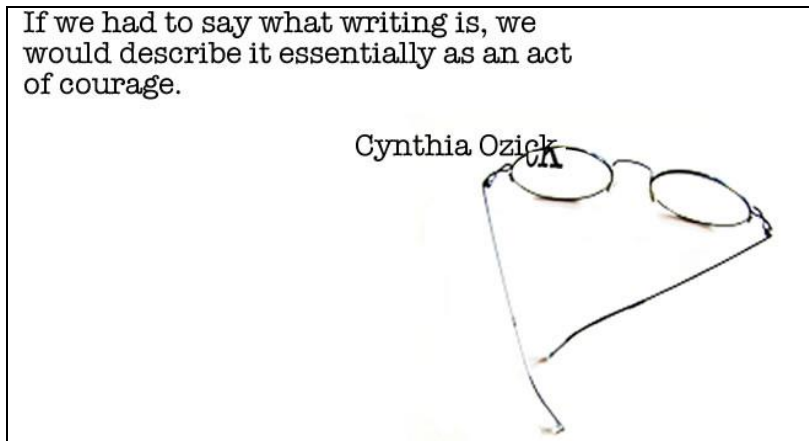
HOMEWORK & PAPER FORMAT: Complete all assigned readings and assignments by the due date so that you can participate in classroom discussion and writing activities. When noted, written assignments (not journal-based writing) should be typed, double-spaced, use normal margins and readable font, and be stapled. Paper headings should include your name, date, course title, and professor’s name. Each page should include page number and your last name. Use MLA documentation to cite materials when necessary.

DUE DATE POLICY: Assignments must be turned in on the day they are due at the time I collect them. Work turned in late without a compelling reason will be lowered one-third of a grade per day. If you do decide to turn in a late paper, you may email it to me and I will count it turned in. **I will not grade or credit the assignment, however, until you turn in a hard copy in class.** Always save copies of your work.

| Grades & Final Evaluation

Course grades will be based on the weighted average grades based on the following percentages. The final grade will include my assessment of your overall contribution and progress in the class:

- 30% CLASS CONTRIBUTION**, to include: Attendance, Participation, Prompts, and Feedback in groups and on colleagues' work;
- 70% WRITING PROJECTS**, to include: Weekly Journal Writing (20%), Writing Life Explorations (20%); Chapbook and Reading (30%)



University Policies

UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. “CHEATING” includes, but is not limited to: copying from another student’s test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test; possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially. “PLAGIARISM” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. “COLLUSION” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. All written work that is submitted will be subject to review by plagiarism software.

Relevant UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

UT Tyler Counseling Center (903.566.7254)

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler a Tobacco-Free University: All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Campus-Carry: “We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed.

More information is available at <http://www.utt Tyler.edu/about/campus-carry/index.php>.”

COURSE SCHEDULE Spring Semester 2019 (tentative)

🔗 GOALS, IDEAS, PROJECT PLANNING 🔗

WEEK 1 Introductions & Finding Focus

JAN 15/T Introductions and syllabus review
INTRODUCE: Semester Planning Proposal
SIGN-UP: Creative Writing Prompt calendar

JAN 17/TH READ: *Write Moves*: “Welcome” (pp. 13-15); “Why Write” (pp. 19-24); Dorothy Allison excerpt (pp. 213-4); Samuel Green poem (p. 274)
→DUE: Semester Planning Proposal
→DUE: One or more “Your Moves” prompt/s (typed—to be handed in)

WEEK 2 Practicing Perception

JAN 22/T READ: *Write Moves*: “Practicing Perception” (pp. 25-35)
INTRODUCE: Lannan Foundation Interviews & Readings Assignment
→DUE: Bring new journal to class
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

JAN 24/TH READ: *Light the Dark*: “Preface,” Aimee Bender, Sherman Alexie (ix-12)
→DUE: Write for at least 10 minutes—you may choose to focus on a *Write Moves* prompt or respond to the *Light the Dark* essays

🔗 PRACTICING CRAFT 🔗

WEEK 3 Drafting

JAN 28/M ***CENSUS DATE

JAN 29/T READ: *Write Moves*: “Drafting” (pp. 36-47)
INTRODUCE: The Writing Life projects (careers, submissions, grants and awards)
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

JAN 31/TH READ: *Light the Dark*: Elizabeth Gilbert, Stephen King, Amy Tan (15-36)
→DUE: Write for at least 10 minutes—you may choose to focus on a *Write Moves* prompt or respond to the *Light the Dark* essays

WEEK 4 Revision

FEB 5/T READ: *Write Moves*: “Revision” (pp. 48-63)
→DUE: One or more “Your Moves” prompt/s in your journal (not collected). Feel free to work with a past creative piece in order to practice revision



FEB 7/TH READ: *Light the Dark*: Junot Diaz, William Gibson, Khaled Hosseini (pp. 39- 58)
→DUE: Write for at least 10 minutes—you may choose to focus on a Write Moves prompt or respond to the *Light the Dark* essays

→DUE: Lannan Foundation Writers Series response paper

WEEK 5 Image, Detail, & Figurative Language

FEB 12/T READ: *Write Moves*: “Image, Detail, & Figurative Language” (67-79); Stephanie Bolster (pp. 242-3); Madison Minder (p. 332)
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

FEB 14/TH READ: *Light the Dark*: Andre Dubus, Mary Gaitskill, Michael Chabon (pp. 62-81)
→DUE: Write for at least 15** minutes—you may choose to focus on a Write Moves prompt or respond to the *Light the Dark* essay
→DUE: A selection of works in progress (typed). Bring/email copies to group, hard copy for professor. Work will be workshopped next week.

WEEK 6 Sound

FEB 19/T READ: *Write Moves*: “Sound” (pp. 80-92); T. S. Eliot (pp. 265-69)
WORKSHOP FEEDBACK
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

FEB 21/TH READ: *Light the Dark*: Walter Mosley, Jim Crace, Edwidge Danticat (pp. 83-97)
→DUE: Write for at least 15** minutes—you may choose to focus on a Write Moves prompt or respond to the *Light the Dark* essays
→DUE: The Writing Life: “Careers for Writers” assignment

WEEK 7 Character & Setting

FEB 26/T READ: *Write Moves*: “Character & Setting” (pp. 93-105); Flannery O’Connor (pp. 357-66)
INTRODUCE: Final Chapbook and Reading project
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

FEB 28/TH READ: *Light the Dark*: Billy Collins, Kathryn Harrison, David Mitchell (pp. 99-120)
→DUE: Write for at least 15** minutes—you may choose to focus on a Write Moves prompt or respond to the *Light the Dark* essays

WEEK 8 Scene, Exposition, & Reflection”

MAR 5/T READ: *Write Moves*: “Scene, Exposition, & Reflection” (pp. 106-118); Amy Tan (pp. 396-7); Wright (p. 413)
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

MAR 7/TH ****WRITING ON YOUR OWN: NO CLASS****
READ: *Light the Dark*: Roxane Gay, Tom Perrotta, Ayana Mathis (pp. 123-143)
→DUE: Write for at least 15** minutes—you may choose to focus on a Write Moves prompt or respond to the *Light the Dark* essays



WEEK 9 SPRING BREAK

MAR 11-16 NO CLASS

WEEK 10 Voice & Perspective

MAR 19/T READ: *Write Moves*: “Voice & Perspective” (pp. 119-135); Susan Lester (pp. 309-111); David Sedaris (pp. 377-82)
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

MAR 21/TH READ: *Light the Dark*: Jim Shepard, Karl Knusgaard, Leslie Jamison (pp. 146-163)
→DUE: The Writing Life: “Professionalizing your Network” assignment
→DUE: Write for at least 20** minutes—you may choose to focus on a *Write Moves* prompt or respond to the *Light the Dark* essays
→DUE: A selection of works in progress (typed). Bring either hard copies for group members or make arrangements to email work. These will be workshopped next week.



👉 GENRE 👉

WEEK 11 Writing Poems

MAR 26/T READ: *Write Moves*: “Writing Poems” (pp. 139-155); Choose 2 poems from the anthology to read (list on page 150)
WORKSHOP
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

MAR 28/TH READ: *Light the Dark*: Jonathan Lethem, Jesse Ball, Angela Flournoy (pp. 166-183)
→DUE: Write for at least 20** minutes—you may choose to focus on a *Write Moves* prompt or respond to the *Light the Dark* essays

WEEK 12 Writing Stories

APR 2/T READ: *Write Moves*: “Writing Stories” (pp. 156-172) Choose a short work of fiction from the anthology to read (list on page 169)
READ: “Reaching Readers” ON CANVAS
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

APR 4/TH READ: *Light the Dark*: Lev Grossman, Yiyun Li, Maggie Shipstead (pp. 185-202)
→DUE: Write for at least 20** minutes—you may choose to focus on a *Write Moves* prompt or respond to the *Light the Dark* essays

WEEK 13 Writing Personal Essays”

APR 9/T READ: *Write Moves*: “Writing Personal Essays” (pp. 173-188); Choose one personal essay from the anthology to read (list on page 182)
→DUE: The Writing Life: “Funding Your Practice” assignment
→DUE: One or more “Your Moves” prompt/s in your journal (not collected)

APR 11/TH READ: *Light the Dark*: Jeff Tweedy, Nell Zink, Charles Simic (pp. 206-224)
→DUE: Write for at least 20** minutes—you may choose to focus on a *Write Moves* prompt or respond to the *Light the Dark* essays
→DUE: Chapbook manuscript exchange (bring/email copies to group, hard copy for professor)

🔄 POLISH & PUBLISH 🔄

WEEK 14 Reaching Readers & Going Further

APR 16/T READ: *Light the Dark*: Viet Thanh Nguyen, Emma Donoghue, Claire Messud (pp. 227-244)
Workshopping

APR 18/TH READ: *Light the Dark*: Jane Smiley, Jonathan Franzen, Hanya Yanagihara (pp. 247-271)
Workshopping
Presentations

WEEK 15 Practicing Public Readings

APR 23/T READ: *Light the Dark*: Ben Marcus, Mark Haddon, Azar Nafisi, T. C. Boyle (pp. 274-300)
Presentations

APR 25/TH *Light the Dark*: Ethan Canin, Eileen Myles, Marilynne Robinson, Neil Gaiman, (pp. 303-330)
Presentation

WEEK 16 Chapbook Submission

APR 30/T →DUE: Final Chapbook collections

