Creative Writing I Syllabus
Eastfield College

Instructor Information
Name: Dr. Rufel Ramos
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Office Location: G-136
Office Hours: To be announced
Division Office and Phone: Arts & Communications, G-138, 972-860-7124

Course Information
Course Title: Composition I
Course Number: ENGL 2307 & ENGZ 2000-43100
Section Number: 40310
Semester/Year: Spring (Flexterm II) 2020 – 7 weeks
Credit Hours: 3
Class Meeting Time/Location: Online-only up to TBA; then TR 9:30-10:50am, G119
Certification Date: 4/3/2020
Last Day to Withdraw: 5/4/2020

Course Prerequisites
Prerequisite Recommended: ENGL 1301 and ENGL 1302.

Course Description
Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama. (3 Lec.) Coordinating Board Academic Approval Number 2313025112

Student Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative creative writing processes.
2. Analyze, interpret, and evaluate a variety of texts (from professional and student writers) for logical, ethical, and aesthetic uses of the elements of creative writing.
3. Write in a style that clearly shows (not tells) a significant content/message of the human condition, applies appropriate genre structure, and is error-free in mechanics (grammar and punctuation).

4. Develop ideas and apply the major elements of specific creative genres (creative non-fiction, poetry, fiction, and/or drama) within focused drafts, including one or more publication-submission-ready manuscripts.

5. Apply the conventions of publisher’s style requirements for specific creative writing genres in final drafts (publication-submission ready manuscripts).

Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making

6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials
- Grammar and Writing Reference: *Purdue Online Writing Lab (OWL)*, Purdue University, 2019, owl.purdue.edu/owl/purdue_owl.html.
- Manuscript Templates (for Final Draft Submission)
  - Prose (for Fiction and Creative Non-Fiction)
  - Poetry
  - Play Script (for Drama)
- More Writing Advice:
• Overly Sarcastic Production’s 30+ YouTube video playlist, Trope Talks.

• Writing Models:
  o Ramos, Rufel F. Rowena’s World, 2019, rowenasworld.org

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Graded Work
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Subtotal Percentages</th>
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<tbody>
<tr>
<td>Journal</td>
<td>25%</td>
</tr>
<tr>
<td>Workshop</td>
<td>25%</td>
</tr>
<tr>
<td>WIP Portfolio</td>
<td>25%</td>
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<tr>
<td>Capstone Project</td>
<td>25%</td>
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TOTAL: 100%

Final Grade

<table>
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<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
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Description of Graded Work
Journal: a collection of freewriting responses to in-class activities (discussions, video viewings, readings); in other words, these are your class notes from instructional material ← will check as needed → post in the Discussion Board.

Workshop: collaborative, process-oriented in-class activities focused on improving your writing; in other words, this is your active participation in student-led drafting, revising, and peer feedback while in the classroom. ← will check weekly; post in the Discussion Board.

WIP Portfolio: physical collection of brainstorms, notes, outlines, and drafts for your “Work in Progress”; in other words, this is everything produced as you write your Capstone Project. ← will check weekly; post in the Discussion Board.

Capstone Project: at least ONE “final work for now” lengthy work with a defined beginning, middle, and end – a section from a book chapter, a short story, a series of short shorts (flash fiction), a long poem or connected series of short poems, a drama script, a memoir piece, or whatever writing project you’ve always wanted to work on and will have a chance to produce a more formal version that what you could’ve produced on your own. ← due during the Final Week; either email to me ramos@dccc.edu or post in the Discussion Board.

Attendance and Your Final Grade

Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.

If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.

An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

Late Work Policy

You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about why the work will be late prior to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is To Be Announced, before 11am. Afterwards, the instructor will accept no late work.
Other Course Policies
Classroom Etiquette

While discussing Reader Responses and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmates; please have the courtesy to do the same. As for smartphone/tablet/laptop: only use them for class related tasks.

Academic Honesty & Plagiarism—English Departmental Policy

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student's test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD Code of Student Conduct.

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) will receive one or more of the following penalties:

- The grade of zero (0) on that particular assignment.
- A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.
Institutional Policies

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more: [Eastfield Institutional Policies](http://www.eastfieldcollege.edu/syllabipolicies)

Course Schedule

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<th>Week</th>
<th>Assignments</th>
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| **Week 1:** 3/30-4/4 (Certification Day 4/3) | **Homework before our 1st class session:** Save a copy of the Syllabus and read the “Introduction” (pages 1-5) in [Starters](#).  
**1st class session:**  
Syllabus Acknowledgement, Introductions. **Journal 1:** discuss the Homework and **what your goal is from this class.**  
**Journal 2:** View film director Andrew Stanton’s TED Talk, “The Clues to a Great Story.” Answer this question: “What did you find most useful for you?”  
**Note:** Stanton begins with a joke that isn’t kid-friendly – just in case you are around small kids when you watch it.  
**Journal 3, 4, 5, 6:** The Genres Fiction and Poetry – For each entry, answer the question “What did you find most useful for you?”  
- **Entry 3:** Read from [Starters](#), “Chapter 4: Fiction” (pages 60-67).  
- **Entry 4:** Read Umi Sinha’s “Scene vs. Summary”  
- **Entry 5:** Read from [Starters](#), “Chapter 3: Poetry, with Examples” (pages 42-59).  
- **Entry 6:** View poet/spoken word artist Taylor Mali’s “How Falling in Love Is Like Owning a Dog”: published poem vs. live performance  
**Homework:** anything we didn’t get to in class this week. |
| **Week 2:** 4/5-4/11 | **Journal 7, 8, 9, 10, 11:** For each entry, answer the question “What did you find most useful for you?”  
- **Entry 7:** Read select pages from [Starters](#), “Chapter 1: Creative Non-Fiction” (pages 6-16, 20-21)  
- **Entry 8:** Read from [Starters](#), “Chapter 6: Drama” (pages 96-111)  
- **Entry 9:** View Overly Sarcastic’s YouTube video “Trope Talk: Beginnings” |
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<tr>
<th>Week</th>
<th>Assignments</th>
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<td></td>
<td><strong>Entry 10:</strong> View Overly Sarcastic’s YouTube video “Trope Talk: Writing What You Know”&lt;br&gt;<strong>Entry 11:</strong> View Overly Sarcastic’s YouTube video “Trope Talk: The Hero’s Journey”</td>
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<tr>
<td>Workshop:</td>
<td>Answer these questions --&lt;br&gt;- What genre – Fiction, Poetry, Creative Nonfiction, Drama -- would you like to do for your Capstone Project. (NOTE: You can work on more than one genre if you would like.)&lt;br&gt;- If doing Fiction, what subgenre (like Fantasy, Action/Adventure, Romance, and so on) will you be working in?&lt;br&gt;- Also, will you be creating something brand new, revising a previously written work or works – even if it’s incomplete -- or a little bit of both?</td>
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<td>WIP Portfolio:</td>
<td>Start Your Capstone Project (either a standalone long work or a collection of shorter works)</td>
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<tr>
<td>Homework:</td>
<td>anything we didn’t get to in class this week.</td>
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<td><strong>Week 3:</strong>&lt;br&gt;4/12-4/18</td>
<td><strong>Journal 12:</strong> Review the “Capstone Project” Rubric below; <strong>discuss what thoughts come to your mind as you go over the Rubric</strong>&lt;br&gt;1. <strong>Content/Message:</strong> can a reader tell what it’s about?&lt;br&gt;2. <strong>Showing, not telling:</strong> is the content shown through at least one specific descriptive/demonstrated example, scene, and/or dialogue instead of vague narrative/ explanatory statements or excess summary?&lt;br&gt;3. <strong>Structure:</strong> is there a defined beginning, middle, and end (even if it’s just a short scene as part of a larger, unfinished writing project)?&lt;br&gt;4. <strong>Style:</strong> is it submitted using the style manuscript (Prose, Poetry, Play Script)?&lt;br&gt;5. <strong>Mechanics:</strong> has the draft gone through at least surface editing to eliminate obvious errors, like misspelled words and grammar problems?</td>
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<td>No minimum word count, but there are maximum ones:&lt;br&gt;- Fiction: 3500 words or less per short story&lt;br&gt;- Creative Non-Fiction: 2500 words or less per personal essay&lt;br&gt;- Poem: 67 lines or less per poem&lt;br&gt;- One-Act Play: 3500 words or less per script</td>
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Week | Assignments
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|  | Note: Any other “Journal” work will occur as needed (instructional info on an “as-needed” basis, like any other Trope Talks or going over manuscript info).
|  | Workshop and build your WIP Portfolio towards your Capstone Project.

**Week 4:**
4/19-4/25  
**Workshop** and build your WIP Portfolio towards your Capstone Project.

**Week 5:**
4/26-5/2  
**Workshop** and build your WIP Portfolio towards your Capstone Project.

**Week 6:**
5/3-5/9  
*(Drop Date 5/4)*  
**Workshop** and build your WIP Portfolio towards your Capstone Project.

**Week 7:**
5/10-5/14 *(Final Week)*  
For May 12: Final Workshop; WIP Portfolio check  
**DUE May 13:** Capstone Project final draft submission – email to rramos@dccc.edu or post in the Discussion Board  
Any late work due May 14, by 11am, in the morning.

**Final Course Grades can be viewed on eConnect, beginning May 18.**

**MISSION**

*Eastfield College English faculty help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.*

**DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE**

The instructor reserves the right to amend this syllabus as necessary.

**Syllabus Acknowledgement:**

Please post on the Discussion Board, under “Syllabus Acknowledgement” this message: “I have read the syllabus and agree to its terms and policies.”