

Course: EN313-DDN Creative Writing: Non-Fiction (Blended)
Credit: 3 Semester Hours
Semester: Fall 2020 (Cycle 2)
Location: TBA
Instructor: Thomas Crank, thomas.crank@calvary.edu

**About This Class: This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

**About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

I. DESCRIPTION

Creative Writing: Non-Fiction introduces students to the elements of short fiction, especially image, character, setting, plot, and voice. Students will read and discuss short fiction and practice creative writing skills in journal entries, from which they will develop into short story drafts. Rough drafts are critiqued in a workshop setting. The course culminates with the development of a polished portfolio. *This course may be repeated once for credit.*

II. COURSE OBJECTIVES

A. General competencies to be achieved. You will:

1. Understand and apply essay elements and conventions to written work (PLO 1, 2; Assignments A-C).
2. Analyze elements and conventions of nonfiction essays in literary works (PLO 1, 3; Assignment A-C).
3. Demonstrate understanding workshop skills (PLO 1-4; Assignment D).
4. Produce a polished portfolio of short stories that demonstrate understanding of nonfiction essay elements and conventions (PLO 1-4; Assignment E).

B. Specific competencies to be achieved. You will be able to:

1. Apply advanced knowledge literary elements in nonfiction in your own writing (PLO 1, 2, 4; Assignments A-E).
2. Use journaling to get ideas for creative writing projects and develop creative writing skills (PLO 1-4; Assignment A-E).

3. Review peer creative writing in a professional manner (PLO 2, 3; Assignment D).
4. Revise, edit, and proofread work to produce a polished portfolio (PLO 1–4; Assignment E).

III. REQUIRED MATERIALS

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- Burroway, Janet. 2010. *Imaginative Writing: The Elements of Craft* (4th Edition). Pearson. ISBN: 978-0134053240. Price: \$59.99

IV. REQUIREMENTS

A. Reading Assignments and Journal

1. Readings are assigned weekly (see Calendar below).
2. Students will demonstrate an understanding of each reading assignment by answering prompts provided in Canvas.

B. Participation Activities

1. During each class, the professor will assign activities that must be completed by all students (in-class and online). These activities may be writing exercises, notes, discussion board questions, etc.
2. Students will follow instructions to complete the activities. For example, "Write about XXXX and submit it on Canvas" or "Discuss XXXX on the Canvas Discussion Board."

C. Writing Journal

1. Students will keep a creative writing journal in which they will take notes, jot down ideas, brainstorm, and experiment with various creative writing elements and forms. Students are expected to spend at least 10 minutes a day, 5 days a week journaling.
2. This daily habit will generate a library of story ideas that students will develop into drafts.
3. Students will demonstrate completion of journal activities in their final Reflection Letter in the final portfolio (see E. Portfolio below).

D. Draft Workshops

1. Workshops are a chance to get peer feedback on drafts in progress. Six workshops will take place over the course of the cycle. Each workshop requires both a submission of a draft **and** participation in giving feedback. Students will submit six nonfiction essays (see Canvas for details).
2. Drafts are uploaded on the Canvas Discussion Board. Both online and in-class students will then review **each** student's draft and provide feedback based on the Discussion Board's instructions (see Canvas).

E. Portfolio

1. The Portfolio contains three **polished** pieces that demonstrate the sub-genres covered in class. Students may select any of the drafts they submitted to workshop for inclusion in the portfolio (see Canvas for specific requirements of sub-genres).
2. Nonfiction essays included in the portfolio must have gone through a workshop and been revised. Working with a tutor in the Clark Academic Center will add another layer of polish to the story. **Drafts that have not been revised will be given 0 points. Meaningful revision must have taken place.**
3. Along with each portfolio piece, students will include a self-review that assesses their work (see Canvas).
4. After the portfolio pieces have been selected and reviewed, students will write a reflection letter that details how their writing has changed over the course of the semester (see Canvas for details).
5. The portfolio is submitted on Canvas like all other assignments.
6. Students will present their portfolio during the last week of class. In-class students will present live in class. Online students will submit a video recording of their presentation, which will be played in class. These presentations will be handled as if students were pitching to an editorial board. Details for this assignment may be found in Canvas.

V. METHODS

A. Lectures, Textbook Reading, Additional Required Reading, Discussing, Writing, Workshopping, Portfolio.

B. Grading

Workshop Participation (6 x 50)	300 points
Participation	50 points
Reading Journals (8 x 25)	200 points
Portfolio	
3 Essays (3 x 100)	
Self-Review of each Portfolio piece (75)	
Portfolio Reflection (25)	400 points
Portfolio Presentation	50 points
Total:	1,000 points

The Grading Scale can be found in the University Catalog.

VI. TENTATIVE SCHEDULE

Week	Topic	Assignment Timeline
1	Course Introduction, Imagery	<ul style="list-style-type: none"> • Reading TBA • Reading Journal (RJ) 1 • Participation Activity (PA) 1
2	Character	<ul style="list-style-type: none"> • Reading TBA • RJ 2 • PA 2 • Workshop 1
3	Setting	<ul style="list-style-type: none"> • Reading TBA • RJ 3 • PA 3 • Workshop 2
4	Plot	<ul style="list-style-type: none"> • Reading TBA • RJ 4 • PA 4 • Workshop 3
5	Voice and Style	<ul style="list-style-type: none"> • Reading TBA • RJ 5 • PA 5 • Workshop 4
6	Symbolism	<ul style="list-style-type: none"> • Reading TBA • RJ 6 • PA 6 • Workshop 5
7	Genre	<ul style="list-style-type: none"> • Reading TBA • RJ 7 • PA 7 • Workshop 6
8	Publication and Portfolio Presentations	<ul style="list-style-type: none"> • Reading TBA • RJ 8 • PA 8 • Portfolio • Portfolio Presentations

IX. NOTICES

1. Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.
2. The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

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3. Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.
4. **Style Guide:** All class papers must follow the MLA style according to the *MLA Handbook*, 8th edition.