

### Basic Course Information

Semester	<b>Fall 2014</b>	Instructor's Name	<b>Nikolai Beope</b>
Course Title & #	<b>Creative Writing - ENGL 250</b>	Instructor's Email	<b>nikolai.beope@imperial.edu</b>
CRN #	<b>10086</b>	Webpage	
Room	<b>304A</b>	Office	
Class Dates	<b>Aug 18 – Dec 14, 2014</b>	Office Hours	
Class Days	<b>Thursdays</b>	Office Phone	
Class Times	<b>6:30 – 9:40 pm</b>	Who students should contact if emergency or other absence	Instructor
Units	<b>3</b>		

### Course Description

Study and application of the principles of literary construction, plus exercises in writing imaginative literature, including short story, poetry, drama and essay. The student will be expected to attempt all genres of imaginative writing. The student may elect to specialize in one of the genres in order to achieve maximum progress.

### Student Learning Outcomes

1. Compose a short story with adequate development of plot, theme, and character development, with properly formatted dialogue, description, and literary devices. (ISLO 1, ISLO2)
2. Compose a short poem with demonstrated understanding of line length, alliteration, assonance, rhyme, meter, imagery, symbolism, and metaphor. (ISLO1, ISLO2)
3. Proofread, edit, analyze, and critique fellow students' stories and poems based on their mastery of the appropriate elements described above. (ISLO1, ISLO2, ISLO3, ISLO5)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Distinguish and explain principles of writing in the short story, drama, poetry and essay.
2. Demonstrate the ability to recognize and interpret styles and techniques in all genres and to practice these in their own writing.
3. Criticize his/her own work and the work of others by identifying and analyzing principles of style and structure in all genres.
4. Distinguish among various opportunities for publication including contests, literary journals and other media, applying this information to their own work by writing a query letter and preparing manuscripts for submission.
5. Collect and organize a representative compilation of his/her own works for inclusion in a creative writing anthology.

### Textbooks & Other Resources or Links

Required:

"Skim", Mariko Tamaki & Jillian Tamaki, Groundwood Books 2013, ISBN# 978-0-88899-964-1

"Venus", Suzan-Lori Parks, Dramatists Play Service INC. 1995, ISBN# 978-0-8222-1567-7

"Jazz", Toni Morrison, Vintage, reprint 2004, ISBN# 978-1400076215

### Course Requirements and Instructional Methods

#### Workshop

This course will act as an introduction to the college level workshop style of peer review. For the first four assignments 6-8 students will be picked either at random or voluntarily to have their work reviewed in class by the group. You will be responsible for reading your peers' assignments, and then writing critiques for at least THREE of them. Guidelines for writing critiques will vary throughout the semester. These should be written legibly, or typed and signed by the author.

On the day of peer review bring in two copies of the critique: one for the author and one for me. Failure to write peer reviews or participate in the workshop will impact your overall participation grade.

### **Pedagogical Performance**

Students will be asked to form groups in order to deliver an in-depth presentation on one of the three required readings for this course. Think of this presentation/performance as an opportunity to teach us something, to help us understand what you thought an important aspect of the assigned book was about. You can teach the class anyway you want, as long as it's legal. Performances will be required to last 10-15 minutes each, and individuals will also be required to turn in a 1-2 page summary outlining their interaction with the text. All outside source material you consult should be cited.

### **Exercises**

There will be a number of in-class writing exercises that are required and integral to the class. It is your responsibility to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. These will be graded either pass or fail.

### **Handouts**

In addition to the assigned texts there will be various handouts given throughout the semester that will aid us in our reading and writing endeavors. Please feel free to refer to these articles in your peer reviews or teaching presentations.

### **Course Grading Based on Course Objectives**

15%: Participation and Attendance

15%: Writing exercises

15%: First assignment

15%: Second assignment

15%: Third assignment

15%: Fourth assignment

10%: Research paper

Grading system:

90 – 100 = A      80 – 89 = B      70 – 79 = C

60 – 69 = D      <59 = F

### **Attendance**

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.

- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### **Academic Honesty**

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.
- Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

### **Additional Help – Discretionary Section and Language**

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### **Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

<b>Anticipated Class Schedule / Calendar</b>		
<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 August 21	Syllabus & Introduction Figurative language <b>Assignment #1 “Early Memory” handout, example and discussion</b>	Readings: Understanding Comics handout “The Moths”
Week 2 August 28	Figurative language cont. Narrative Diction and Tone	Readings: On Blackboard, Style, “St. Chola” What Makes a Story?  Begin “Skim”
Week 3 September 4	Showing Vs. Telling Point-of-View Prescriptive vs. Descriptive feedback <b>Assignment #5 “Trigger Warnings” handout, example and discussion</b> <u>Assignment #1 “Early Memory” due</u>	<b>Assignment #1 “Early Memory” due</b> Readings: Showing Vs. Telling POV handout  Continue “Skim”
Week 4 September 11	Dialogue Assignment #1 workshop (workshop: Gerardo A., Patricia A., Luis C., Dan D., Gessell G., Erhard L., Lluvia R., Alexis T.) <b>Assignment #2 “The Interview” handout, example and discussion</b>	<b>Workshop #1 Peer responses due</b> Readings: Dialogue  Complete “Skim”
Week 5 September 18	Performance Poetry <i>Skim</i> pedagogical performances (group 1: Patricia A., Brittany B., Cynthia P., Kayla R. group 2: Gessell G., Alyssa T., Frances V., Caroline B.)	<b>Groups 1 &amp; 2 pedagogical performance summaries due</b>  Begin “Venus”
Week 6 September 25	Performance Poetry cont. One-Act Play <u>Assignment #2 “The Interview” due</u>	Readings: On Blackboard, Blasted  Continue “Venus”
Week 7 October 2	Assignment #2 workshop <b>Assignment #3 “Chosen Genre” handout, example and discussion</b>	<b>Workshop #2 Peer responses due</b>  Complete “Venus”
Week 8 October 9	The Police Report <i>Venus</i> pedagogical performances (group 3: Amiee G., Camillia A., Edgar M. group 4: Gerardo A., Frank L., Lluvia R.)	<b>Groups 3 &amp; 4 pedagogical performance summaries due</b>  Begin “Jazz”

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Week 9 October 16	Oral Storytelling	Readings: Bloods  Continue “Jazz”
Week 10 October 23	Introduction to “Appropriation”	Blackboard: Watch: “What Foruki Taught”  Continue “Jazz”
Week 11 October 30	Public text Assignment #3 “Chosen Genre” due <b>Assignment #4 “Exercise Expansion” handout, example and discussion</b>	<b>Assignment #3 “Chosen Genre” due</b>  Continue “Jazz”
Week 12 November 6	Assignment #3 workshop	Continue “Jazz”
Week 13 November 13	Exercise in translation <u>Assignment #4 “Exercise Expansion” due</u>	<b>Assignment #4 “Exercise Expansion” due</b>  Continue “Jazz”
Week 14 November 20	Sci-fi/Fantasy genre writing Assignment #4 workshop	Continue “Jazz”
Week 15 November 27	Holiday week, no classes	<b>Have fun</b>
Week 16 December 5	Technical/Science Writing	Complete “Jazz”
Finals Week December 8 - 12	“Jazz” pedagogical performance <u>Assignment #5 “Trigger Warnings” due</u>	<b>Groups 5 &amp; 6 pedagogical performance summaries due</b> <b>Assignment #5 “Trigger Warnings” due</b>

**Note:** *Instructor reserves the right to change any scheduled instruction depending on needs or speed of class*

