



LJWL(es)

WRI 2020 Introduction to Creative Writing

3

Fall 2023

T/R 9:30 am – 11:45 am

Bond Academic Center 104 (BAC104)

Tuesday, 12/12, 10:30 am – 1 pm

Instructor title and name:	Dr. Breeann Kyte Kirby
Email:	bkirby@pointloma.edu
Office location and hours:	BAC 108 by appointment
Instagram:	@naturenarratives

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

What am I going to learn in this class?

WRI2022 is a lower division undergraduate introduction to creative writing you must take as part of your writing degree (or for fun if you aren't a writing major). This class is a writing class; thus, you will write often and diversely, learning how to go from brainstorming a nascent idea to a final product in addition to practicing providing constructive peer review. As such, you will spend time both in and outside of class reading and writing. Further, you will spend time workshopping each other's drafts which will teach you not only to respond and give outside critique but also to look at yours and others' works with an eye for grammar, narrative clarity, aesthetics, entertainment, and inspiration. Finally, good writers are good readers; though we have a textbook that will cover the mechanics of writing and the creative life, we will also read various pieces that implement these craft techniques.

This course is an intro class, so you'll produce three types of creative work: poems, creative nonfiction (CNF), and fictional short stories (can include a screenplay).

The PLNU catalog states that WRI2020 is

A general introduction and overview of creative writing (including practice in poetry, fiction, drama, and creative nonfiction) that serves majors, potential majors, and other interested students. Attention will be given to methodology in teaching creative writing.

***Prerequisite(s):** Fulfillment of the College Composition requirement.*

Non-majors are strongly encouraged to complete Writing 2020 before taking [WRI 3021](#), [WRI 3022](#) or [WRI 3023](#).

Program and Course Learning Outcomes

The **Writing Program Learning Outcomes** are as follows:

1. Apply artistry and advanced skills in various forms and genres of writing;
2. Demonstrate knowledge of the conventions and terminology of various forms and genres of writing;
3. Engage in writing and editorial processes in a professional environment;
4. Present written work to live audiences, demonstrating strategies for audience engagement and oral communication.

During the course of the semester, we will touch on aspects of all five of these outcomes. The specific **Course Outcomes** are as follows:

1. Further our knowledge of both the craft and art of creative writing.
2. Gain an understanding of and learn to apply general writing craft elements such as point of view, voice, story arc, dialogue, description, and scene/summary.
3. Grow in our knowledge of genre: creative nonfiction, fiction, and poetry.

4. Endeavor to explain how written work affects both readers and writers. By studying literature as a writer – considering it as a craft as well as an art – we will come to a better understanding of what goes into creation of that literature.
5. Work together in small-group workshops, and individually after those workshops, in order to explore and practice the discipline of revision.

Together, these learning goals allow us to see writing as a process of art, craft, and discipline, which will benefit not just our ability to write creatively in this course, but also our ability to meet the creative and critical demands required of us in the future.

Why do I have to take this course?

You are taking this course because you need this course for your major OR because you want to write creatively.

Required Texts and Recommended Study Resources

Where do I have to spend my money for this class?

1. Burroway, Janet *Imaginative Writing* (4th edition)
ISBN: 9780134053240
2. Printouts from Canvas as well as your work—plan accordingly (about \$50-\$75)
3. Various office supplies (lined paper, highlighters, pens, stapler, Scotch tape);
4. (Optional) Notebook/Journal for in-class free writing.

*****In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. You must read this material before class AND either bring in printouts of the pages or a NON CELL PHONE device to read them on. If you do not, I will sweetly ask you to leave class to retrieve the materials (including books on the days we read the above books). Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. However, any use of those materials outside the course may violate the law.*****

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 - 125 total hours meeting the course learning outcomes.

Below is the breakdown of hours to reach that goal:

Hours	Activity	
20	Reading	
37	Class Participation (including meeting and workshops)	
63.5	Assignments	
	Contract	1
	Creative Pieces	10
	One B-project	5
	Critique Letters	40
	One A-project	5
TOTAL HOURS	Final	2.5
120.5		

Of course, some of you will take shorter or longer to do a particular activity (and if you are a C-contract you will do fewer things; if an A-contract, more). The goal here isn't to be perfectly accurate, just fair in assessment of how long an activity should take you. I will not be giving partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

Assessment and Grading

How do I pass this course?

1. Participate in this course
2. Do all the assignments
3. Turn them in on time

What does that look like?

This is a writing class. As such, you will read some and write A LOT. I have accounted for the reading and writing in the hours you must spend to meet the required 112.5 - 125 hours for this course. You will get the benefit from this course in proportion to how much you engage with the content. I expect you to read, engage with the texts, having thoughts and constructive feedback about them, and to write both your stories as well as letters about your colleague's stories. This isn't to scare you but to let you know the pacing of the course.

ALL assignments are due in PAPER copy the day of class unless you are specifically directed otherwise.

Since the some of the writing is stuff I made up and others is critique of my classmates' creative work does that mean what I write can be some sort of stream of consciousness string of words I put down five minutes before it was due?

Nope.

Unless done as an in-class free-writing exercise, anything you submit to me needs to be

- a. Typed and double spaced in the appropriate format (the default is MLA);

- b. Demonstrate you have been thinking about the problem/topic you are writing about;
- c. Be free of typos.

Do I have to have perfect grammar or you will fail me?

No. Typos are not grammar mistakes. Typos are ignoring the things that you already do proficiently in your writing on social media, email, and texting. Things like not putting a period at the end of a sentence Or not capitalizing my name, which is breeann Kirby (another typo is spelling my name wrong—or your name, for that matter). Or when you are writing.¹ You need to have complete thoughts. Typos are one of my HUGE pet peeves. They are not just mistakes but a sign of disrespect to me and your peers who will be working with your writing. Most typos can be easily caught if you read through your writing at least once before you turn it in (pro tip: read your paper out loud. You'll catch a lot of stuff that way.) Because no one is a perfect proofreader, I will allow one typo every page (meaning if you have a five-page paper, you may have up to five typos total on any of the pages in that work).

What are the specific assignments?

Takeaways/Exploratory Journal (10%): You will carefully read (and annotate) every text assigned for this course, completing an entry of at least ten take-aways for each day's assigned reading. Also, in this journal, you will keep all of your free-writing to the prompts that I will give you each class. This can be digital.

Portfolio of Writing (43%): This will be a collection of what you have written over the semester (you will keep it in the pocket folder you had to buy). Keep everything unless told not to. The Portfolio will contain:

Three creative pieces (15%): Over the course of the semester, you will write three original creative pieces: poetry, CNF, and fiction (possibly a screenplay).

*/**Revision (+3%)²: This will be a revision of a piece of your choice.

Copies of **your** responses to your peers' stories (25%): These will be 250 – 400 words each. You should have about 42 (three for each classmate) of these by the end of the semester.

Takeaways/Exploratory Journal

Workshop (15%): We will do workshops as a whole class throughout the semester. You will be responsible for printing copies of your own stories for everyone in the class, including me (about 14). During workshops, we will thoroughly read, mark up, and discuss your stories. Your workshop grade will be based on your **written critiques (25% in portfolio grade)** as well as active participation and engagement with your peers' works.

Final Exam (10%): For your final, you will give a practiced, polished reading of a piece from your Portfolio. You will be graded on the quality of your introduction to and delivery of the story. Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

¹ Note the three typos here.

² * and ** denote B- and A-level work, respectively.

***B-Projects (each worth 7%):**

***Lead Class Discussion:** Some of you may choose to lead the class in discussing one of the creative pieces we will read, connecting to the principles of writing covered in Burroway's text. If you do, you will place these notes in your portfolio.

***Attend a Writing Event:** There are various visiting writers coming throughout the semester. You will attend one of the events and submit a 500-word write up of your impressions.

***Create a Writing Prompt:** From a list I've compiled, you will create a writing prompt for the class and run us through it.

****A-Projects (each worth 8%):**

****Daily Pages:** For one month (31 days) you will write three pages or 750 words daily. These are free-writes to clear the "junk" out of your head; you can use it work on ideas, vent, meditate, whatever you want. I will not read them. It is the practice and act of writing that matters. I suggest you try www.750words.com as your way to accomplish this assignment (you get one month free). Each week, you will send me a screen shot of the diagnostic page that shows completed days or show me your numbered handwritten pages.

****Fourth Creative Piece:** You can create a fourth creative piece that you have not already done. This will most likely be a screenplay but if you chose a screenplay for your fiction, then you will do a short story.

****Present on One of the Visiting Writers:** Choose one of the visiting writers. Read some of their work. Present to the class the genre and type of writing this writer does, some craft strategies the writer employs, and ways you can "steal" from their work to better your own writing.

[ONLY FOR ENVIRONMENTAL STUDIES MAJORS]

At least one of your creative projects this semester needs to connect topically to environmental concerns.

Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students regularly. If you wish to earn your participation grade, you must have a good attitude; you must read all of the readings; you must do the participation assignments on Canvas or in class; and you must speak out. Make it your goal to come up with one good thought for class meeting and to share it. Use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. **If you use your device to disengage from course discussion, I will sweetly ask you to leave that day and try again next time.**

For all of these assignments, further instructions will be given on Canvas and/or in class

There are a lot of people in this course, and I am shy about speaking or sharing my writing publicly. Do I really have to talk and share my work? And if I do, how do I know that I will not be treated unkindly?

First, I feel you. I actually have a strong sense of stranger danger and hate talking in front of people. I am nervous every time I teach, but practice has made it easier and easier.

Second, it is important for you to practice speaking and sharing writing publicly now when you are in a safe space with an advocate (me); again, practice will make it easier and easier. Respect in this course is a must. Again, this course is a safe space. As we discuss and analyze each other's works that may address potentially emotional topics, we will encounter many different viewpoints. Much of the work we will do in this course is cooperative. You should think of all your reading, writing, and speaking for and in course as public, not private, discourse. **By continuing in this course, you acknowledge that your work will be viewed by others in the course.**

For those of you who are already strong and confident in your opinions and abilities, be sensitive to others who are not. Sometimes take the lead in recognizing when others want to talk, asking them for their opinion and feedback. In order to be a good participant in this course, you must be sensitive to your fellow learners, recognizing them as human just as you are.

As we share our work, personal insults and comments will not be tolerated. I will ask you to leave the discussion or class if you cannot be kind. If you aren't sure how to phrase your opinion, please ask me.

For all of us, assume the best about the person speaking. Sometimes we need to hear what we are saying before we understand exactly what we are saying. Ask for clarification; respectfully disagree. The best rule to follow: **be kind.**

This course will ask you to write whatever you want to write about but do recognize that there is a line between what is appropriate and not appropriate in a classroom setting, especially with regard to what is being shared with your classmates, who may not share your values. I respect your privacy and truly believe that this class should allow you creative freedom, so all I will ask is that you use common sense with regard to what is/is not appropriate to write in an academic setting. If you are unsure/nervous or have a hunch that something might be questionable, please discuss your ideas with me in advance of bringing them to workshop.³

So what do I need to get for a contracted grade?

Just like the rest of life, you won't earn partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

70-79%: C

To earn a C grade in this class, you will:

1. Read every assigned text, keeping a takeaways/exploratory journal (10%);
2. Contribute to class discussion every class;
3. Miss no more than 3 classes this semester;
4. Come to class on time;
5. Read your peers' work and write a 250-400 word response for each (25%);

³ This paragraph is taken from Robbie Maakestad's syllabus.

6. Actively participate in workshops, leading three (15%);
7. Write three original creative works (15%);
8. Participate in a reading of your revised work (Final Exam 10%);
9. Submit a portfolio that contains all your written work over the semester.

**For a grade of C, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of a C. If you do not do C-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the C level. Thus you can earn a C- or a C+.

80-89%: B

To earn a B grade in this class, you will do **all of the above C assignments (75%), included a heavily revised creative piece in your portfolio (3%),** as well as **choose one of the assignments (7%)** below.

B1. Lead class discussion on one of the creative pieces we are reading;

B2. Attend a visiting writer event and do a write-up;

B3. Create a creative prompt and lead the class in it.

**For a grade of B, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

90-100%: A

To earn an A grade in this class you will **do all of the C assignments (75%), included a heavily revised creative piece in your portfolio (3%), two B assignments (14%), and one of the A assignments (8%)** below:

A1. Write 750 words a day for a month (31 days);

A2. Write a fourth creative piece;

A3. Research and present on a visiting writer.

**For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of an A. If you do not do

A-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s, but you are all A+ in my heart).

It's halfway through the course, and I haven't had any emails from you about my grade. How will I know if I am awesome and still on contract? Should I be nervous?

First, you are awesome! Never doubt that. Your grades do not make you an awesome person; how you engage in life does. But I know we all care about grades, so second, if you are doing the assignments according to one of the contracts listed above and you have not heard from me about them, it means that you are doing a great job and are on track for your contracted grade. **The only time I will initiate contact about your grade is if you are NOT meeting your contract.** However, you are always welcome to ask me about your grade or performance in course at any time in the semester.

What should I do to be successful in this course?

Recognize that this course will take some time and expect to put the time into this course needed to earn the contracted grade you want. You will need to do readings, homework, attend class, and study.

Study often and regularly. One of the biggest challenges will be how much material we cover and how quickly we do so. The solution to this is to keep up with the notes and study daily.

Please make sure you let me know if something isn't clear. Every class period builds on the previous class and if there aren't any questions or concerns then we will move on. There will be opportunity to provide input during class and you are always welcome to stop me during lecture by raising your hand to ask a question.

Sometimes it can be intimidating to talk with a professor one-on-one, particularly because the professor will ultimately be assigning you a grade. So, I want to let you know that you are welcome to bring someone else with you to meet with me. For example, you could bring another student in the class, a friend, or another person from the university such as another professor, a director of a cultural center or student success center. I am also ok with you talking with someone else in the university, such as a fellow student, another faculty member, a director of a cultural center or student success center, or your coach and having them call me to talk with me about the issues you are facing.

You'll note that I have given percentages of what each assignment's weight is. The breakdown of percentages for each grade threshold looks like this:

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the times they are due as indicated on Canvas or the course schedule. If no time is listed, the work is due at the beginning of the class period on that day. All readings should be done by the day listed. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

If it is part of your creative process, you are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. However, I would like you to speak to me before about how you plan to use this tool in your work. Another thing to note: most publications DO NOT allow use of AI in creative works. At this current cultural moment, using AI will limit where you can publish.

Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>."

Further, you must include with your draft the sequential prompts and methodology that you used to generate the creative piece. Failure to indicate AI as part of the work will be considered plagiarism.

It is important that you protect your colleagues' intellectual property. Critiques of your colleagues' works may not be done with the help of AI. Providing AI with samples of your colleagues' works will result in an F in this course.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

See [Academic Policies](#) in the Undergraduate Academic Catalog.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Assignments At-A-Glance

Schedule

(*Subject to Change as needed to facilitate course goals*):⁴

Readings and assignments are due on the date listed.

IW denotes readings from *Imaginative Writing*
 (Canvas) denotes readings can be found on Canvas

WEEK	Date	Read	Discuss	Do/Due
1	28 August		Syllabus	
	31 August	<i>IW</i> CH 1 – Invitation to the Writer: 1 - 14 <i>IW</i> CH 7 – Development and Revision: 208 - 211	Process Workshop	
2	5 September	Short Story Handout <i>IW</i> CH 2 – Image: 15 - 46	Concrete Details	DUE: Reading Takeaways (in journal) Practice workshop Sign-up Student-led class (B-project)

⁴ I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

Final Disclaimer: You will write A LOT. Writing is a muscle that must be exercised.

WEEK	Date	Read	Discuss	Do/Due
2	7 September	Camille Dungy (Canvas) Sherwin Bitsui (Canvas) Ross Gay (Canvas)	Concrete Details and Exposition Student-led class (B-Project)	DUE: Reading Takeaways (in journal)
3	12 September	<i>IW</i> CH 10 – Poetry: 297 – 327 TBD	Poetry Guest: Katie Manning	DUE: Reading Takeaways (in journal) DUE: Contract for Grade DUE: Proposal of A- and B-Projects
	14 September	<i>IW</i> CH 5 – Setting: 135 – 165 Robinson <i>The Ministry for the Future</i> (Canvas)	Setting Student-led class (B-Project)	DUE: Reading Takeaways (in journal) DUE: Creative Piece - Poetry
4	19 September	Your Colleagues' Poems	Workshop #1	DUE: Critique Letters
	21 September	Your Colleagues' Poems	Workshop #1	DUE: Critique Letters

WEEK	Date	Read	Discuss	Do/Due
5	26 September	Your Colleagues' Poems	Workshop #1	DUE: Critique Letters
	28 September	Your Colleagues' Poems	Workshop #1	DUE: Critique Letters
6	3 October	<i>IW</i> CH 6 – Story: 166 – 194 <i>IW</i> CH 7 – Development and Revision: 195 – 208	Plot/Structure	DUE: Reading Takeaways (in journal)
	5 October	<i>IW</i> CH 9 – Fiction: 259 – 296 <i>IW</i> Wolff “Bullet in the Brain”: 34 – 38 <i>IW</i> Barthelme “The School”: 150 - 152	Plot/Structure Student-led class (B-Project)	DUE: Reading Takeaways (in journal)
7	10 October	<i>IW</i> CH 3 – Voice: 47 – 92 <i>IW</i> Saunders “Victory Lap”: 69 – 82 Key “The Wishbone” (Canvas)	POV Student-led class (B-Project)	DUE: Short Story (group 1) DUE: Reading Takeaways (in journal)

WEEK	Date	Read	Discuss	Do/Due
7	12 October	Your Colleagues' Stories	Workshop #2	DUE: Critique Letters
8	17 October	Your Colleagues' Stories	Workshop #2	DUE: Critique Letters DUE: Short Story (group 2)
	19 October	Fall Break		DUE: Mid-Course Survey DUE: Contract Eval
9	24 October	Your Colleagues' Stories	Workshop #2	DUE: Critique Letters
	26 October	Your Colleagues' Stories	Workshop #2	DUE: Critique Letters
10	31 October	<i>IW</i> CH 4 – Character: 94 - 134 <i>IW</i> CH 8 – Creative Nonfiction: 225 - 258 <i>IW</i> Percy “Me vs. Animals”: 112 – 118	Characterization CNF	DUE: Reading Takeaways (in journal)

WEEK	Date	Read	Discuss	Do/Due
10	2 November	<p>Denevi “Election Night in the Heart of the Capital: Proud Boys, Parties, and Protest” (Canvas)</p> <p>Percy “Meet the American Vigilantes Who Are Fighting ISIS” (Canvas)</p> <p>Weinberger “Guiseppe” and “The Tree of Flowers” (Canvas)</p>	<p>CNF</p> <p>Guest: Robbie Maakestad</p>	DUE: Reading Takeaways (in journal)
11	7 November	<i>IW</i> CH 11 – Drama: 328 - 372	<p>Screenwriting</p> <p>Guest: James Wicks</p>	DUE: Reading Takeaways (in journal)
	9 November	TBD	Drama	<p>DUE: Reading Takeaways (in journal)</p> <p>DUE: CNF draft (group 1)</p>
12	14 November	Your Colleagues’ Essays	Workshop #3	DUE: Critique Letters
	16 November	Your Colleagues’ Essays	Workshop #3	DUE: Critique Letters

WEEK	Date	Read	Discuss	Do/Due
13	21 November	TBD		DUE: CNF draft (group 2)
	23 November	NO CLASS THANKSGIVING BREAK		
14	28 November	Your Colleagues' Essays	Workshop #3	DUE: Critique Letters
	30 November	Your Colleagues' Essays	Workshop #3	DUE: Critique Letters
15	5 December		Presentations	DUE: Presentations (visiting writer, creative prompts)
	7 December	TBD		DUE: Course Evaluations DUE: Creative Piece #4
Finals Week	FINAL EXAM 14 December, 10:30am DUE: Portfolio of Work			