



LJWL(es)

School of Humanities, Arts & Public Engagement

WRI6400 – Advanced Workshop

3

Fall 2025

W 4pm – 6:45pm

BAC 134

Wednesday, 12/17, 4:30pm – 7pm

Information	Specifics for the Course
Instructor title and name:	Dr. Breeann Kyte Kirby
Email:	bkirby@pointloma.edu
Office location and hours:	BAC 109 by appointment
Instagram:	@naturenarratives

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

WRI 6400 Advanced Workshop (3 Units)

A final-semester advanced workshop course providing guided workshop, advanced practice, and advanced instruction in writing techniques and publication strategies used by professional writers. Letter grade.

Prerequisite(s): Two workshop courses between [WRI 6021](#), [WRI 6022](#), [WRI 6023](#), [WRI 6024](#), and [WRI 6025](#).

Program and Course Learning Outcomes

PROGRAM LEARNING OUTCOMES:

Students who complete the program will be able to:

- Create various forms and genres of writing, evidencing artistic, literary, and stylistic merit.
- Demonstrate advanced knowledge of the conventions and terminology of creative writing within literary texts.
- Collaborate in editorial and publishing processes through campus publications for external audiences.
- Perform advanced creative work to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.
- [For Pedagogy Concentration Only] Teach using composition theory and pedagogy in the composition classroom.

COURSE LEARNING OUTCOMES:

Students who complete WRI 6400 will be able to:

- identify targeted aspects of advanced writing craft in professional works of various genres;
- employ advanced research techniques as necessary to create advanced works that address the demands of their genres;
- craft advanced original creative work as part of a self-assigned, focused project;
- apply advanced professional writing and formatting techniques;
- apply advanced workshop techniques for constructive criticism of peers and in turn take criticism and use it to improve their own work;
- format texts in a genre-appropriate and professional manner for submission to workshop and publication;
- present advanced written work to live audiences, demonstrating strategies for audience engagement and oral communication.

Required Texts and Recommended Study Resources

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

1. Gilbert, Elizabeth *Big Magic*
ISBN: 978-1594634727
2. Bell, Matt *Refuse to be Done*
ISBN: 978-1641293419
3. Printouts from Canvas as well as your essays—plan accordingly (about \$50-\$75)
4. Various office supplies (lined paper, highlighters, pens, stapler, Scotch tape);
5. (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

While, I have listed the assignments as percentages of your grade, I also have determined how long it should take for you to complete each one. For example, I expect each contract writing and review to take no more than 30 minutes; thus, I've allotted 1 hour for you to do these two things. To meet accreditation, you are expected to spend 112.5 - 125 hours on this course (~37.5 hours per unit). Below is the breakdown of hours to reach that goal:

Hours	Activity	
20	Reading	
29	Class Participation (including attendance)	
74.5	Assignments	
	Contract	1
	Project Check-In	6
	Peer Feedback	15
	Manuscript	50
TOTAL HOURS	Final	2.5
123.5		

Of course, some of you will take shorter or longer to do a particular activity. 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 class?

1. Come to class
2. Do all the assignments
3. Turn them in on time

What does that look like?

This is a graduate 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 and your colleagues, having thoughts and constructive feedback, and to write your butts off. This isn't to scare you but to let you know the pacing of the course.

Since the some of the writing is stuff I made up and others is critique of my classmates' creative writing 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 the class 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 Kyte 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 work 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).

¹ Note the three typos here.

What are the specific assignments?

Contract (7%): You will write a contract for the grade you wish to earn in this course and evaluate yourself with regards to the contract at the middle of the semester and the end.

Manuscript (42%): This is a full-length manuscript in your genre.

Check-In (21%): Over the course of the semester, you will present three check ins on the status of your project.

Peer Feedback (10%): When your writing colleagues give their check in, you will take careful notes and then translate these notes to a brief (250- to 400-word) document that you will give to your colleague. This must be turned in no later than one week after their Check-In.

Final Exam (10%): For your final, you will give a reading or reflective presentation on what you learned about your writing process and any relevant information about your manuscript. 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.

Course Participation (10%): 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**.

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).

Do I need to turn in my peer reviews on time?

Yes. For me, being a good member of the writing community is as important as writing. Providing your colleagues with timely and engaged feedback is super important, especially as some of us will be making crafting decisions in real time. All feedback is due no later than one week after the person does a Check-In. Of course, life happens and sometimes we can't be as timely as we want to be. This will be allowed only once per Check-Ins and will be due the following week. If it does happen, you will tell me and your colleague that you are going to be late. You will put your reviews on Canvas as well as email them to your colleague.

What the heck is a contract grade?

A contract grade is something you decide at the beginning of the course and then you do the work required for the contract. Because this is a grad course, I am assuming that you all want to do 100% of the work, but I think that a contract will be helpful since you all are in various stages of drafting your manuscript. I want to allow all of you the flexibility to get the work done, but also create clarity on exactly what that work is. For example, if you are writing a novel and are starting from scratch, I expect you to have written at least 40K words by the end of the semester (which is about half the novel-ish). But if you've already worked over the summer and have drafted 80K words, then you might instead have a goal of getting through two rounds of edits this semester (we'll talk about that). No starting place in this class is better than another. But they will have different goals and support needs. A contract lets us get there. Don't stress, we'll talk more about this in class. Below, I've outlined what an A-grade if you are starting with your draft 0 would look like. If you would like to contract for a B- or C-grade, please come talk to me privately and we'll work it out.

90-100%: A

To earn an A grade in this class, you will:

1. Create a contract for your grade (7%);
2. Participate in the course, including reading and activities (10%);
3. Contribute to class discussion every class;
4. Miss no more than 3 classes this semester;
5. Come to class on time;
6. Provide a 250- to 400-word feedback for each of your colleagues' check-ins (10%);
7. Give three check-ins over the course of the semester (21%);
8. Write a full-length manuscript (42%);
 - Prose: >40K words
 - Poetry: >100 poems
 - Screenplay: >120 pages
9. Present a final reflection/reading (Final Exam 10%).

**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).

Grading Scale:

A=93-100	B-=80-82	D+=67-69
A-=92-90	C+=77-79	D=63-66
B+=87-89	C=73-76	D-=60-62
B=83-86	C-=70-72	F=0-59

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In WRI 6400, we are creating personal works of art and come from diverse backgrounds and experiences. If you encounter a topic that is challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your capacity as a creative writer and community participant, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. If you have questions for or a desire to meet or share any prayer requests with the [Graduate chaplain](#), you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu or contact the [Office of Student Life and Formation](#).

PLNU Copyright Policy

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PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General 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 and work.

Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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

It is important that you protect your colleagues' intellectual property. 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 in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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 <http://pointloma.edu/Title-IX> or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Assignments At-A-Glance

Schedule

(*Subject to Change as needed to facilitate course goals*)²:

Readings and assignments are due on the date listed.

BM denotes readings from *Big Magic*.

RtBD denotes readings from *Refuse to Be Done*

(Canvas) denotes readings can be found on Canvas in PAGES section

WEEK	Date	Read	Discuss	Do/Due
1	3 September		Syllabus	Write
2	10 September	<i>RtBD</i> “Introduction”: pp. 1 – 6. <i>BM</i> “Courage”: pp. 3 – 27.	Process	Write Experiment with Process
3	17 September	<i>RtBD</i> “First Draft”: pp. 7 – 40.	Process Check-In #1	Write Experiment with Process DUE: Check-In #1 (sign up here) DUE: Contract for Grade
4	24 September	<i>RtBD</i> “First Draft”: pp. 40 – 78.	Process Check-In #1	Write DUE: Check-In #1 (sign up here) DUE: Peer Feedback from Check-In #1 DUE: Report on Process Experiment

² 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
5	1 October	<i>BM</i> “Enchantment”: pp. 31 – 78.	Process Check-In #1	Write DUE: Check-In #1 (sign up here) DUE: Peer Feedback from Check-In #1
	2 October	GUEST: Sam Ashworth		Write
6	8 October	<i>BM</i> “Permission”: pp. 79 – 136.	Check-In #2	Write DUE: Check-In #2 (sign up here) DUE: Milestone #1 DUE: Peer Feedback from Check-In #1
	15 October	<i>BM</i> “Persistence”: pp. 137 – 198.	Check-In #2	Write DUE: Check-In #2 (sign up here) DUE: Peer Feedback from Check-In #2
8	22 October	<i>RtBD</i> “Second Draft”: pp. 79 – 95.	Check-In #2	Write DUE: Check-In #2 (sign up here) DUE: Peer Feedback from Check-In #2 DUE: Mid-Course Survey
	29 October	GUEST: Liz Charlotte Grant		Write DUE: Milestone #2 DUE: Peer Feedback from Check-In #2
10	5 November	<i>BM</i> “Trust”: pp. 199 – 264.	Check-In #3	NaNoWriMo Starts!! Write DUE: Check-In #3 (sign up here)

WEEK	Date	Read	Discuss	Do/Due
11	12 November	<i>RtBD</i> "Third Draft": pp. 97 – 151.	Check-In #3	Write DUE: Check-In #3 (sign up here) DUE: Peer Feedback Check-In #3
12	19 November	TBD	Breathe Write	Write DUE: Peer Feedback Check-In #3
	20 November	POETRY DAY! GUEST: Jessica Jacobs		Write
13	26 November	NO CLASS THANKSGIVING BREAK		
14	3 December	GUEST: Kelly Foster Lundquist		NaNoWriMo Ends!!
15	10 December	<i>BM</i> "Divinity": pp. 265 – 273.	Check-In #3	Write DUE: Check-In #3 (sign up here) DUE: Course Evaluations
Finals Week	FINAL EXAM 17 December, 4:30pm DUE: Final Presentation/Reading DUE: Manuscript DUE: Milestone #3 DUE: Peer Feedback Check-In #3			