CREATIVE WRITING WORKSHOP: NONFICTION

E412C SYLLABUS & POLICY STATEMENT, SPRING 2019

INSTRUCTOR INFORMATION
Instructor: Joyce Bohling
Email: jbohling@colostate.edu
You may also email me using the Canvas inbox. Responses to email will be provided within 24 hours during weekdays. I cannot guarantee a response to email on weekends or university breaks.

TECHNICAL SUPPORT
Need technical assistance with your online course? Try the following:

- Visit the Canvas Student Resources for guides and videos.
- Visit Central I.T. Technical Support Helpdesk for technical support.
- Call 970-491-7276.
- Email Help Desk Support.

COURSE DESCRIPTION
The CSU course catalog states that E412C emphasizes “individual projects with group discussion and analysis.” This means that this course will focus on workshopping and revising your original creative nonfiction, which may include personal essay, memoir, literary journalism, lyric essay, and/or cultural criticism. In addition, we will read and analyze numerous published short and book-length works of creative nonfiction to deepen our understanding of the genre and its possibilities.

COURSE PREREQUISITES
To enroll in this course, you must have successfully completed E210 and E311C.

COURSE GOALS
Upon the completion of this course, you should be able to:

- Analyze the use of literary techniques in short and book-length works of creative nonfiction, especially those techniques which are unique to the creative nonfiction genre.
- Write standalone short works of memoir, personal essay, literary journalism, lyric essay and/or cultural criticism.
- Give classmates productive, respectful feedback on peers’ workshop drafts which demonstrates understanding of literary techniques and vocabulary.
- Respectfully, productively discuss workshop drafts with classmates.
• Revise a short work of creative nonfiction using feedback from peers and explain your rationale for revision.

**REQUIRED TEXTS**


You will also need to purchase (or check out from the library) one book-length work of nonfiction. You will select the book from a list I have provided in Module 1 and prepare a presentation about it later in the semester. Please do not purchase this book until after Module 1 so we can make sure that everyone in the class chooses a different book.

**SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS**

If you are having trouble with the multimedia in this course or with accessing Microsoft Office products, find solutions to a number of common problems at System, Multimedia, and Software Requirements. Also, it is highly recommended that you access your course via a high-speed Internet connection.

Still having issues? Call the CSU Help Desk at 970-491-7276 or Email Help Desk Support.

You must have speakers installed and working properly on your computer before beginning the course. You will also need to use some kind of microphone and camera to make a video and to video conference with me (your instructor) twice during the semester; any basic microphone and camera installed on your phone or computer will be fine for this task. If you anticipate a problem accessing this software, please use the technical support services listed on page 1 of this syllabus, and if you continue having problems after that, contact me.

In addition to Canvas, you will also need to be able to use Microsoft Word. As an enrolled CSU student, you should be able to download Microsoft Office for free through Academic Computing and Networking Services.

**COURSE PRESENTATION AND PROCEDURES**

This course is organized into 16 modules. Each module will last one week, starting at 12:00 am (midnight) on a Monday and concluding at 11:59 pm the following Sunday.

In the first five modules, we will review important concepts, discuss published essays, and practice writing mini-essays. Modules 6 through 15 will be devoted to workshop and video presentations by students. A final revision project will be due in Module 16.

Unless otherwise stated, all assignments and discussion posts will be due at 11:59 pm on a Thursday or 11:59 pm on a Sunday. Many discussions will require multiple postings; always carefully read instructions for discussions, workshops, and other assignments.

Because discussions and workshops require interaction with peers, it is not possible to work ahead on them. However, I strongly encourage you to work ahead on the large, individual projects for which you
are responsible: one video presentation, two rough drafts for workshop, and one revision project (see ‘Assignments Overview’ below.)

If you have questions at any point in the course, don’t hesitate to post them in the ‘Coffee Shop’ forum on Canvas, where I will respond within 24 hours on weekdays. You can also check the forum to see if someone else has asked the same question.

If you have a question of a more individual nature, email me directly.

CREDIT/CLOCK HOURS
This is a reading- and writing-intensive course. While the work load will vary from week to week, expect to spend around 3 hours per week interacting with the Canvas site and approximately 6 hours per week reading and writing individually, roughly the equivalent of a face-to-face 3-credit hour course.

GRADING
I’m committed to responding to your work in a timely manner. I will provide written feedback and grades on short creative assignments, rough drafts, and video presentations no more than two weeks after you have submitted them. (If, however, due to unforeseeable circumstances, the grading of your work takes longer, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

I will not usually respond to every single post in discussions and workshops; rather, I will respond to the group, synthesize ideas, and ask questions. I will, however, read all posts and grade them for quality.

Grade Distribution:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GRADE POINTS</th>
<th>GRADE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>10 each</td>
<td>15%</td>
</tr>
<tr>
<td>Short Creative Assignments</td>
<td>10 each</td>
<td>10%</td>
</tr>
<tr>
<td>Rough Drafts for Workshop</td>
<td>100 each</td>
<td>20%</td>
</tr>
<tr>
<td>Workshop Participation</td>
<td>10 each</td>
<td>15%</td>
</tr>
<tr>
<td>Video Presentation</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Final Revision Project</td>
<td>100</td>
<td>20%</td>
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Keep a backup copy of all work created for the course, including work submitted through Canvas. I highly recommending using a cloud system or flash drive to backup work.

ASSIGNMENTS OVERVIEW
Detailed instructions regarding how each assignment will be graded will be distributed throughout the semester. Here’s an overview of what each of these assignments will involve:

- **Discussions:** Every week, all students must participate in a discussion. In modules 1 through 5, discussions will be instructor-led, and starting in Module 6, student-presenters will lead them (see
‘Video Presentation’, below). Some discussions will require you to respond to your classmates; read all instructions carefully.

- **Short Creative Assignments**: In Modules 2 through 5, you will write four short creative essays to practice using some of the literary techniques we’ll be reviewing. Specific prompts for each will be provided on Canvas.

- **Rough Drafts for Workshop**: Twice during the semester, you will be required to submit a 2000- to 5000-word rough draft of a standalone creative nonfiction piece for workshop.

- **Workshop Participation**: All students will be required to provide feedback on all peers’ workshop drafts. For specific instructions regarding workshop, see the document titled ‘Guidelines for Workshop,’ which we will review in Module 4.

- **Video Presentation**: In Module 1, you will choose from a list of book-length works of creative nonfiction. Once during the semester, you will prepare a video presentation about the book and lead a class discussion. Specific instructions regarding video presentations can be found in the document titled ‘Guidelines for Video Presentations,’ which we will review in Module 4.

- **Final Revision Project**: At the end of the semester, you will submit a revised version of one of the pieces you submitted for workshop and a brief revision statement. See ‘Guidelines for Final Revision Project’ for specific instructions.

### Grade Description

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 % to 96.67%</td>
</tr>
<tr>
<td>A</td>
<td>&lt; 96.67 % to 93.33%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93.33 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 86.67%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 86.67 % to 83.33%</td>
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<tr>
<td>B-</td>
<td>&lt; 83.33 % to 80.0%</td>
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<tr>
<td>C+</td>
<td>&lt; 80.0 % to 76.67%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 76.67 % to 70.0%</td>
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<tr>
<td>D</td>
<td>&lt; 70.0 % to 60.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.0 % to 0.0%</td>
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CSU’s grading scale does not allow C-, D+, and D- for final grades.

### Make Up Policy

As this is an advanced course, I will not accept late work unless there are extenuating circumstances. That being said, if for some reason you unable to turn in work by a deadline because of illness, emergency, university sanctioned activity, or religious holiday, email me as soon as possible to explain the situation, and I will accommodate. I reserve the right to request documentation.

### Courtesy and Confidentiality
In creative nonfiction writing, especially personal essay and memoir, writers frequently disclose personal, private, and/or sensitive information about themselves. It is of the utmost importance that you DO NOT SHARE YOUR CLASSMATES’ WORK WITH ANYONE OUTSIDE OF THIS CLASS unless you have the author’s explicit permission to do so. It is also of vital importance that you approach your classmates’ work respectfully. Remember that this is a writing workshop, not therapy; your job is to comment on the writing, not your classmates’ personal lives.

**ACADEMIC INTEGRITY POLICY**

This course will adhere to CSU’s [Academic Integrity/Misconduct policy](#) as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

- **Cheating**—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- **Plagiarism**—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
- **Unauthorized Possession or Disposition of Academic Materials**—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- **Falsification**—includes any untruth, either verbal or written, in one’s academic work.
- **Facilitation**—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

**CSU HONOR PLEDGE**

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you bear in mind the CSU Honor Pledge as part of completing your work in this course.

"I have not given, received, or used any unauthorized assistance."

Further information about academic integrity is available at CSU’s [Academic Integrity Program](#).

**UNIVERSAL DESIGN FOR LEARNING**

I am committed to the principle of universal learning. This means that I will work to ensure that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.
If you need accommodations in this class, please contact Resources for Disabled Students, who can provide a confidential memo explaining your needs. In some cases, I may need to see this memo before I can provide accommodation. Don’t hesitate to also contact me directly and explain your needs.

**THIRD-PARTY TOOLS/PRIVACY**

Although I don’t anticipate it, it’s possible we may at some point need to use third-party tools (tools outside of the Canvas learning management system), such as Skype, Educreations, Google Hangouts and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

**COPYRIGHTED COURSE MATERIALS**

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

**SUGGESTED STUDY METHODS**

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical workplace.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.