

Introduction to Creative Writing

COURSE CODE: CRW1011

COURSE DESCRIPTION

In CRW1011 you will have the opportunity to write fiction and poetry and to experiment in some genres of your choice, applying various strategies for generating material and for revising. You will read selections of poetry, fiction and work in other genres to develop your understanding of what makes good writing. By the end of the course, you will have compiled a portfolio of your writing made up of the work that you generated and revised over the semester.

COMMUNICATION:

Please use your email in Canvas to contact me throughout this course. I will respond to you within 12 hours of your email. In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

TEXTBOOK: All texts will be available through the Course Canvas Site. Please purchase a binder with tabs for each unit. Print this syllabus and add to the binder.

COURSE REQUIREMENTS:

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo. If your school employees content filtering systems which block access to such sites, students may have issues completing their assignments.

COURSE EXPECTATIONS

Reading at a college-level is the primary means of information gathering. Effective and efficient reading form the basis for college-level writing, research, and discussion. Students will be expected to read deeply to enable them to understand, discuss, and apply the information to a variety of academic tasks. Working with college-level reading requires determining the meaning of unfamiliar vocabulary, using main ideas and supporting details to support content literacy, and varying the use of critical reading techniques to logically comprehend concepts.

Writing at a college-level supports comprehension of content and enhances critical thinking. Students will be expected to engage in academic writing that demonstrates an understanding of content knowledge, a clear purpose, and organization flow. Attention to spelling, punctuation, and grammar are expectations for written assignments.

Communication is integral to success in an online college-level course. Students are expected to fully access all instructor-initiated communications, ask questions if clarification is needed, and follow-up on any actions assigned. Communication will be primarily in written modes but may include oral communication through videos and conferences.

Self-management is a core component of online learning. A key expectation is that students will adhere to established due dates and assignment guidelines for the course learning activities. All assignments, tests, and quizzes are to be submitted on the date indicated for full point consideration. Any work submitted after that time will receive partial point value as per the course guidelines.

ADDITIONAL EXPECTATIONS

See Addendum A: Course Guidelines document for a comprehensive overview of course expectations.

COURSE FORMAT

In order to integrate online educational experiences and knowledge into Creative Writing has been designed to incorporate synchronous and asynchronous learning opportunities. Students will engage with the instructor through regular feedback on assignments, periodic conferences/work sessions, and email communications. All are integral to the learning opportunities embedded in the course.

COURSE OBJECTIVES & GOALS

Students who successfully complete this course will be able to:

- Develop a writing process that allows you to produce finished poems, short stories and other pieces of writing
- Share your writing and respond to the writing of your classmates
- Develop strategies to generate and revise poetry, short story and writing in other genres
- Read, listen to and watch a variety of writers to begin to develop a writer's ear for language and to examine formal elements of poetry and fiction and begin to incorporate what you learn into your own writing
- Participate actively in class projects, discussions and other activities in order to demonstrate your understanding of the course concepts
- Develop a portfolio that incorporates revisions of the writing you've produced.
- Reflect critically on the processes you used in this course as a metacognitive exercise

COURSE GRADING

The format of this course is a daily writing workshop in which you will generate and revise writing. We will read and discuss a variety of material in reference to the points we are covering in the course.

Assessment

- Daily Writing Assignments 20%
 - Preparation, participation and work ethic 25%
 - Portfolio- revision of the work you decide to include 25%
 - Communication 10%
 - Discussion Forum 15%
- 100%

EXPLANATION OF COURSE ASSESSMENTS AND GRADING CRITERIA

As an online course instructional opportunity primarily happen outside of a physical classroom. Additionally, instruction takes place both through asynchronous and synchronous modes. The course discussions are integral to content delivery, instruction, and demonstration of learning. Demonstration of learning will take place through written, oral, and video formats. Thus, the number of discussions and their total value is significant.

Online learning involves greater levels of self-management and independent communication than a traditional face-to-face course. The value assigned for communication is a reflection of its importance for success in Creative Writing.

Landmark College Grading Scale

Letter Grade	GPA Equivalency	Grade Scale	Definition (credit courses only)
A	4.0	93-100	Excellent; distinguished achievement in all phases of the course
A-	3.7	90-92	

B+	3.3	87-89	Very good; high level of achievement in some phases of the course
B	3.0	83-86	
B-	2.7	80-82	
C+	2.3	77-79	Fair; basic understanding of subject has been demonstrated
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	Poor; minimal performance
D	1.0	63-66	
D-	0.7	60-62	Passing
F	0.0	0-59	Failure

WORK COMPLETION

Students who do best in this course complete readings and homework on a regular basis—and on the days that such assignments are due to be discussed and reviewed. Not coincidentally, these students are the ones who benefit most from the course and who also find it the most interesting. After all, it’s much easier to become bored if you haven’t done the day’s requisite reading and/or homework. This also explains why “Preparation” and “Participation” are linked together in the assessment section above: students who are prepared by having completed the day’s requisite reading/homework are much more likely to participate (or participate meaningfully) than those who don’t.

COURSE TOPICS & SCHEDULE

Week	Topics
1	Welcome
Unit Topic: Poetry	
2	Different poetry genres
3	The Elements of Poetry
4	Identifying poetry
5	Revision and journal entries
Unit Topic: Short Story	
6	Story development
7	Purpose, audience and context
8	Story models, drafting process, and elements
9	Expand and revise a short story
Unit Topic: Potpourri	
10	Graphic Novel
11	Screenplay vs. Narrative
12	Non-fiction narrative
13	Manifesto
14	Portfolio
15	Final Portfolio Presentation

Addendum A

Course Policies

TECHNOLOGY AND SYSTEM REQUIREMENTS

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses.

If students are accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo.

Consider adding a text to speech option such as Speak It and a dictionary option such as Google Dictionary if needed.

CLASSROOM BEHAVIOR EXPECTATIONS

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the [Student Handbook](#).

COMMUNICATION

Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

DISCUSSION EXPECTATIONS

Ground Rules for Online Discussions

1. **Participate:** Students must contribute to the conversations. Providing insightful commentary in the online discussions is a graded requirement for passing the course.
2. **Use Proper Writing Style:** A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing.
3. **Respect Diversity:** Derogatory and sarcastic comments and jokes that marginalize anyone are unacceptable. Offensive language—or language that could be construed as offensive—should be avoided and defused.
4. **No Flaming:** Criticism must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are unacceptable. Profanity is unacceptable in any situation.

HOMEWORK POLICY

Assignments are directly correlated to the learning taking place at the time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions, quizzes, and tests. Therefore, established due dates will be strictly adhered to throughout the semester. If you find yourself challenged with an assignment, contact your instructor to discuss an Action Plan.

OFFICE HOURS

Office hours will be scheduled by your course instructor and available in the syllabus. Times may vary as we seek to address schedules that vary across schools and states. Office Hours will be held via Conferences in the Canvas course website.

College Policies

STANDARDS OF CONDUCT

All students and staff of Landmark College are members of a unique educational community, whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials. The following standards of conduct are examples and general expectations for all student members of the Landmark College community:

1. Honesty: Students will exhibit honesty in academic endeavors and in all aspects of campus life.
2. Safety: Students will make a commitment to contribute to a safe, clean, congenial, and productive living & learning environment.
3. Understanding: Students will make a commitment to understand their own strengths and challenges, and to work towards academic and personal growth.
4. Respect for Others: Students will show respect for the feelings, time, efforts, and physical well-being of others, and for their capacity for growth.
5. Respect for Property: Students will show respect for the property and materials of Landmark College as well as the personal property of all members of the Landmark community.
6. Respect for Community: Students will respect the rules and regulations of Landmark College and its governing bodies, and the laws of the State of Vermont and of the United States.

ACADEMIC HONESTY AND PLAGIARISM POLICY

“As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility.”

Academic integrity and responsibility are important in the classroom. Academic dishonesty may include, but is not limited to, plagiarism (of references or other students), failing to appropriately cite sources or figures, or submitting work completed by another person.

See more at: <http://catalog.landmark.edu/content.php?catoid=9&navoid=186#academic-dishonesty-and-plagiarism>

ACCOMMODATIONS POLICY

Given the nature of Landmark Colleges' approach to teaching, students may find that many of the disability related academic accommodations which might be customary at traditional institutions of higher education may not be needed with a Landmark College online course.

However, if you feel that you may need individual academic accommodations, the College has policies and procedures in place to evaluate requests and ensure access. To view policies and procedures for requesting academic accommodations at Landmark College please visit: <https://www.landmark.edu/student-life/our-community/request-for-accommodations>