HIGHLY RECOMMENDED for Creative Writing Certificate Students interested in learning about workshop pedagogy.

Fall 2011, English 6043

Graduate Creative Writing Workshop:
Workshop Immersion: Short Fiction & Workshop Pedagogy
Online on Blackboard
(After the first week, course is organized around Tuesday 2-5pm class period)

Instructor: Dr. Catherine Kasper
1604 Office: MB2.484
Instructor is most quickly contacted via email: Catherine.Kasper@utsa.edu
Office hours on Blackboard: Tuesday 10-11am (and by appointment)

Content and Goals:
This course is particularly suited to the student writer of fiction who also desires to teach creative writing workshops one day. Through examination and completion of idea-building writing exercises, the student will have an opportunity to brainstorm new ideas for her/his own writing while analyzing methodologies of the workshop. This course assumes the student has previous experience writing the short story and has a serious commitment to writing fiction and being an active participant in the workshop. Students will have the opportunity to study creative writing pedagogy and to assess and participate in the numerous methodologies employed in workshops, to discuss their successes and failures, and to submit their work to the class workshop. Each student will be required to turn in a final writing portfolio.

Requirements:
Class participation on Blackboard; weekly reading and writing assignments; one short story for workshop, participating in a workshop critique, writing questionnaires and assessments, and one final writing portfolio.

Texts:
Steven Millhauser, *The Barnum Museum*, Dalkey Archive Press
Kelly Ritter, ed. *Can It Really Be Taught? Resisting Lore in Creative Writing Pedagogy*, Boynton/Cook Publishers
IMPORTANT NOTICES:

The University of Texas at San Antonio defines “scholastic dishonesty” as including but not limited to “cheating on a test or other class work, plagiarism (the appropriation of another’s work in one’s own written work offered for credit), and collusion (the unauthorized collaboration with another person in preparing course work offered for credit).” University policy further dictates that “Should a student be accused of scholastic dishonesty, the faculty member may initiate disciplinary proceedings.” The section on plagiarism in The MLA Handbook for Writers of Research Papers, 7th ed. provides a detailed discussion of “Forms of Plagiarism” and “Other Issues,” including the impropriety of submitting the same paper to more than one instructor or in more than one class by the same instructor. If at any time you are at all uncertain about what constitutes plagiarism, please make an appointment to meet with me. Should any student intentionally plagiarize or otherwise cheat in my class, I will lobby for their expulsion from the graduate program and from the university.

Please consult the UTSA Student Code of Conduct regarding the penalties and policies on plagiarism, scholastic dishonesty, and expected conduct as well as the BLACKBOARD requirements and code of conduct. Any student not following these codes will be removed from the course without a refund and will be restricted from participating in the Creative Writing Concentration. Online Courses are UNIVERSITY COURSES, not Blogs or websites, and you need to remember to participate with professionalism at all times. Links to Roadrunner and Honor Code: www.utsa.edu/about/creed www.utsa.edu/about/creed/honorcode.html

It is the student’s responsibility to have access to the applicable computer equipment. Computer problems will not be accepted as a reason for late assignments or problems completing course work. In the first week of class, be CERTAIN you can access Blackboard and have uninterrupted time set aside to be online for the course discussions. If you have technological problems, please contact the computer and technology departments of the university. The course instructor is able to provide instruction in creative writing only.

All assignments in attachments need to be posted in Mac-readable Word docs, double-spaced, in 12 point Times Roman or Garamond fonts only. Each assignment MUST have YOUR name at the top, and the course number and date, and pagination. See instructions later in syllabus for document attachments.

UTSA POLICY LINKS (You are responsible for reading these and adhering to their guidelines and rules.):
Academic dishonesty: http://www.utsa.edu/infoguide/appendices/b.html under section 203
Disability: http://www.utsa.edu/disability/students.htm

Note: University support services, including registration assistance and equipment, are available with documented disabilities through the Office of Disabled Student Services, MS 2.03.18. Students are encouraged to contact that office at 458-4157 prior to starting classes to make arrangements.
Grade Distribution

Weekly Class Online Discussion/Participation
Discussion of Stegner 5 points
Discussion of Millhauser 5 points
Discussion of Ritter 5 points
Discussion of Davis 5 points
Discussion Board Presentation 5 points

Writing Assignments #1, #2, #3, and Evaluation #3 at 5 points each: 20 points

1 Workshop/Pedagogy Questionnaire 5 points

Critiques 10 points
Online Discussion of Workshop Stories 10 points
One Short Story 10 points
Final Portfolio (includes personal assessment, revision of story, and Option 1 or 2 items) 20 points

_total: 100 points*

*See the grade descriptions below. Your grade includes the points you earn, and your behavior in the class.

Please contact the instructor by email immediately if you have a documented emergency.

UTSA NEW GRADING SYSTEM

*Below is the chart of UTSA’s plus/minus grading system and corresponding course points:

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<tr>
<th>UTSA GPA</th>
<th>GRADE</th>
<th>6043 Points Equivalents</th>
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<tbody>
<tr>
<td>4.00</td>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>4.00</td>
<td>A</td>
<td>95-100</td>
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<tr>
<td>3.67</td>
<td>A-</td>
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<td>88-90</td>
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<tr>
<td>3.00</td>
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<td>85-87</td>
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<td>2.67</td>
<td>B-</td>
<td>81-84</td>
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<tr>
<td>2.33</td>
<td>C+</td>
<td>78-80</td>
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The Blackboard online course experience is a unique classroom environment. Because of the flexibility it allows, there should be very few absences. Sometimes emergencies occur. If this happens, please notify the instructor immediately. You will be given two “free” late postings of a class discussion OR class assignment for a grade of an A or B. After that, lateness begins to affect your grade (see below.) After the two “free” late postings, all other late postings will be marked down 2 points for each 24 hour period that it is late. All assignments will post due dates and times.

*GRADING:
(see previous page for point equivalents)

“A”
Regular attendance; no more than two absences/late postings; student is prepared for every class, shows that he/she has read the assignments, participates in every class in a positive and constructive way; student’s writing is virtually free of grammatical and spelling errors, is thoughtful, creative, interesting, and above all, original; student has turned in all required in-class writing and homework on time and student’s revision is substantial and polished; student demonstrates enthusiasm in class and concern and dedication to the course itself; student is adult and responsive to others’ work and is encouraging and supportive to all other writers; student’s comments show both sensitivity and honesty, respectful language, and complete adherence to the Blackboard code of conduct and the UTSA student code of conduct.

“B”
Regular attendance; no more than two absences/late postings; student is prepared for every class, shows that he/she has read the assignments, participates in every class in a positive and constructive way; student’s writing is thoughtful, creative, interesting, and above all, original; student has turned in all required in-class writing and homework on time and student’s revision is substantial and polished; student demonstrates enthusiasm in class and concern and dedication to the course itself; student is adult and responsive to others’ work and is encouraging and supportive to all other writers; student’s comments show both sensitivity and honesty, respectful language, and complete adherence to the Blackboard code of conduct and the UTSA student code of conduct.

“C”
Regular attendance; no more than three absences/late postings; student is prepared for every class, shows that he/she has read the assignments, participates in every class in a constructive way; student’s writing, has some grammatical errors, and lacks originality; student has turned in all required in-class writing and homework on time and student’s revision is adequate or minimal; student often demonstrates enthusiasm in class; student is adult and responsive to others’ work and is encouraging and supportive to all other writers; student’s comments show both sensitivity and honesty, respectful language, and complete adherence to the Blackboard code of conduct and the UTSA student code of conduct.

“D”
Regular attendance; no more than three absences/late postings; student is usually prepared for class, participation is lacking in quality; student’s writing has frequent grammatical errors, lacks originality; and/or is not turned in on time; student has turned in all required in-class writing and homework and student’s revision is minimal or adequate; however, student fails to show interest in other’s writing or in the class materials; student’s comments show respectful language and complete adherence to the Blackboard code of conduct and the UTSA student code of conduct.

“F” is any performance less than that of a “D”
ONLINE DISCUSSIONS

When you participate in online discussions, all of your facial gestures are lost. Because of this, I will be asking two things:

1. That you do not send any comments until you EDIT and REVIEW them making sure that they are entirely professional, free of profanity/swear words (yes, use this as a chance to expand your language skills as writers) and are respectful of all members of class, following the university rules of respect for all people regardless of race, gender, sexual orientation, religion or political affiliation. Online courses are not blogs or places to vent. These are still university courses and they require your utmost professionalism. Also keep in mind, that everything you post in this class is open to being reviewed by the university/state government, since this is a state institution and server.

2. That you add TONE comments whenever you think they might be helpful. For example, we all know that we can send an email that the receiver thinks sounds angry, but is really not. (meant to be helpful). Sometimes, adding an ending tone comment (friendly), helps.

Through experience, I have found that if everyone adheres to these rules, we will be able to learn and accomplish much in a safe and respectful environment that is essential for writers/artists and teachers.

BLACKBOARD ASSIGNMENTS: FORMATTING

Your written assignments require that you use a Word document, save it, and load it as an attachment to the Assignment Area for each assignment. In rare instances, you may have trouble and for the Writing Assignments 1 through 6, you may save your work as a pdf and load that. However, for the class workshop, we will need to be able to use Track Changes for comments on your stories, and will need a Word document. Please be sure to contact the technology/Blackboard technicians for help with this and any other computer problems you encounter.

Since I have hundreds of files I'll be downloading (from several classes), in order that your files won't be lost: ALL attachments must be saved as follows: YOUR LAST NAME, assignment number or story title, 6043Fall2011. For example:

KasperWA36043Fall2011.doc   OR KasperStoryTitle6043Fall2011.doc
Graduate Fiction: Workshop and Critique Schedule
Fall 2011

Week One: Week of August 24th: Introduction to the course on Blackboard. First Reading and Writing Assignment.

This course is divided into two sections:

Class Part I: Discussing and examining creative writing workshop pedagogy, and contemporary fiction selections and exploring imaginative and critical writing exercises, generating new ideas for your work and providing foundational works for later expansion/revision.

Class Part II: Fine-tuning your work: Workshopping the extended short story, participating in critiques, and writing a final portfolio.

Week Two: Tuesday, August 30th: Discuss Wallace Stegner, On Teaching and Writing Fiction. Writing Assignment #1 (due by Sept. 6th: see Blackboard due dates and times).

Week Three: Tuesday, Sept. 6th: Discuss Steven Millhauser, Barnum Museum. Writing Assignment #2 (due by Sept. 13th: see Blackboard due dates and times).

Week Four: Tuesday, Sept. 13th: Discuss Ritter, Can It Really Be Taught? Workshop/pedagogy questionnaire passed out (due by Sept. 20th: see Blackboard due dates and times).

Week Five: Tuesday, Sept. 20th: Workshop Questionnaire due and Discussed.

****Creative Writing Reading Series: Bruce Machart Reading, Friday Sept. 23rd at 7:30pm**

Week Six: Tuesday, Sept. 27th: Discuss Reading Stories by Lydia Davis (stories to be assigned). Writing Assignment #3 and evaluation (due by Oct. 4th see Blackboard due dates and times).

Week Seven: Tuesday, October 4th: Discuss and create Workshop parameters, 2 options for final portfolio, short stories.
Week Eight: Tuesday, Oct. 11th: Writer's Life Discussion Board Presentation: Pick one section from *The Creative Writer's Survival Guide* to present to class on the discussion board (see assignment guidelines).

Week Nine: Tuesday, Oct. 18th, Short Story due for Workshop (prior to this date, we will discuss parameters as class for this assignment)

**Workshop of Short Story**
(Stories: approximately 10-20 double-spaced pages to be decided by class)
Post Critique Comments/Discussion/According to Guidelines

Week Ten: Tuesday, Oct. 25th
1. 
2. 

Week Eleven: Tuesday, Nov. 1st
1. 
2. 

Week Twelve: Tuesday, Nov. 8th
1. 
2. 

Week Thirteen: Tuesday, Nov. 15th
1. 
2. 

Week Fourteen: Tuesday, Nov. 22nd
1. 
2. 

Week Fifteen: Tuesday, Nov. 29th: Personal Assessment questions distributed. Discussion Board on Final Portfolios.

Week Sixteen: Tuesday, December 6th: FINAL PORTFOLIOS DUE by 5pm posted to Blackboard: No Exceptions. Work Not Turned in by the Due Date cannot be counted toward your grade. You receive a zero for anything missing.

The instructor reserves the right to amend this schedule as necessary by Blackboard notification and reposting of any changes.
FINAL PORTFOLIOS

We will discuss these options in class and possible modifications suited to each individual.

PICK OPTION 1 or 2

Option 1: approximately 20 pages
5 pages of a Personal Assessment questionnaire.
15 pages of fiction that includes: a revision of your story from workshop and new fiction to meet page requirements.

Option 2: approximately 20 pages
5 pages of a Personal Assessment questionnaire.
One creative writing syllabus and schedule for a 2000 level undergraduate class in poetry, fiction, or creative non-fiction (approximately 5-7 pages)
2-5 pages of your teaching pedagogy for creative writing workshops
(revised short story can be included here at author’s option)
Each Presentation Posting should have the following:
1. Choose one or two chapters/sections and briefly summarize in a short paragraph.

2. A short paragraph of your assessment of its importance to you and other writers, i.e., why you choose this, how it affects you as a writer, if it's something you never knew or something you need to remember, or information you will share with your students, etc.

Additionally, you should post a response to no fewer than TWO presentations as part of this assignment.