

Creative Writing Section 02

ENGL 71

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

General Course Information

M/W 1:30PM - 2:45PM, Boccardo Business Center RM 221

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

This is a fully in-person course. The Department of English does not require faculty to record classes for students who are unable to attend classes taught in person.

Contact Information

Instructor: Professor Au-Co Tran

- **Email:** au-co.tran@sjsu.edu, but message me through Canvas or Discord. Emails may get buried under other emails. Canvas/Discord is just for students. Request Discord link through Canvas.
- **Office:** Zoom (link can be found under Home on Canvas)
- **Phone:** Message me through Canvas

Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page. You are responsible for regularly checking with the messaging and announcement system through MySJSU and Canvas to learn of any updates. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.)

Please familiarize yourself with the system so that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

Contacting me: Contact me through Canvas. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally unavailable over the weekends except to post updates. Additionally, remember that I am your instructor, not your friend, so your language should be appropriate and professional.

Messages regarding missed class work and lectures with the question "Did I (will I) miss anything important?" will not be answered. It is your responsibility to ask classmates, show up to office hours, use Discord/Canvas to find out what you missed.

Discord: Additionally, I highly encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. Request Discord info through Canvas messaging.

Office Hours

- T/TH 12pm - 1pm & by appointment
- Zoom (link found under Home on Canvas)

Virtual meetings only

Note: the responsibility to reach out when you need help or don't understand something is **on you**. Therefore, you are encouraged to come to office hours if you need clarification or extra help. Even in an in-person class setting, I wouldn't be able to read your mind to know when you need help.

Course Description and Requisites

Examinations of works of poetry, creative nonfiction and short fiction as expression of human intellect and imagination, to comprehend the historic and global cultural contexts, and recognize issues related to writing of diverse cultural traditions. Students will also write poetry, creative nonfiction, and a short fiction.

GE Area(s): C2. Humanities

Letter Graded

* Classroom Protocols

Note: If there's anything that 2020 has taught us so far, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments.

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law (Title 17, U.S. Code). *I am the exclusive owner of copyright in all materials created for the purpose of this class.* For students enrolled in this course, I encourage you to take notes and make use of course materials for **your own educational purposes**, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way **without my expressed written consent**. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

Submissions: The only hardcopy you will be required to submit will be for the **rough drafts** of your SPP project and R/CL project. If you do not have a hardcopy on the day of the peer reviews, that will be a zero.

Other than the rough drafts, I will only accept submissions on Canvas. No email. No sharing via Google. If I do not receive a submission from you on Canvas before the deadline, **that is a zero**. It is your responsibility to make sure your submission went through. (If you are unsure whether or not your submission went through, you can leave a comment with your submission and I will check.)

Keep in mind, it is not my responsibility to seek you out and remind you to submit on Canvas. Excuses like "I wrote my response in my notebook but I forgot to type it up and submit it on Canvas" or sending me your Google doc history will not be acceptable excuses. So, once again: if I do not have a submission from you **ON CANVAS**, that is a zero.

Late Policy: All assignments, except warm-ups, are due at 11:59 p.m. on the day of the deadline, unless stated otherwise.

- Warm ups are due at the end of class. You are always given time in class to complete the warm-ups.
- Late weekly Warm-ups and Activities will not be accepted. Late work for Peer Review will be accessed case by case.
- If you are not present for your reading discussion, that is a zero.
- For major assignments, you will lose 10 points from your overall grade every day it is late for two days. After that, it is a zero. *Requests for extensions will be treated case-by-case.*

Reading Discussions (See Reading Discussion Prompt): You always know in advance when you are expected to lead a discussion, as you signed up for the date. If, for some reason, you are not able to do your presentation on the date you sign up for, then you have to

find someone (who's going after you) willing to switch with you at least a week before the date so the other person has time to prepare. If not, that is an automatic zero.

Participation: *What qualifies as participation.* showing up to our meetings; asking good questions; listening carefully and courteously to both me—your instructor—and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments.

Attendance: You are expected to show up every day we have a meeting and participate. Any assignments/activities given during those meetings cannot be made up if you miss the meeting. If you know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas.

Food & Drink: No food is allowed in the classroom. Drinks are fine.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php). (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>)

English Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Course Goals

ENGL 71 Learning Outcomes (GELO)

Upon successful completion of this GE course, students will be able to:

1. Decipher and understand the form and content of assigned literary works;
2. Comprehend the historical and cultural contexts of assigned literary works;
3. Recognize the accomplishments of and issues related to writing by men and women representing diverse cultural traditions;
4. Acquire through both individual and collaborative/workshop efforts of a written and oral nature the skills necessary for reading, discussing, analyzing, interpreting, and—most importantly— emulating and writing works of poetry, creative nonfiction, and short fiction;
5. Communicate such skills with clarity and precision;
6. Develop an appreciation of literary works as expressions of human intellect and imagination, and as representations of diverse human cultures;
7. Develop the ability to write literary works that express intellect and imagination and that represent diversity in human cultures;
8. Respond to literature through clear and effective communication in both written and oral work;
9. Read and respond to texts with both analytical acumen and personal sensibility;
10. Appreciate how literary works illuminate enduring human concerns while also representing matters specific to a particular culture;
11. Write works of poetry, creative nonfiction, and short fiction that are of interest and value to the writer, to other students in the course, and to a diverse reading audience.

Course Learning Outcomes (CLOs)

Through this course, students will:

1. Appreciate the wide breadth of contemporary writing in poetry, fiction, and essay;
2. Express themselves creatively in poetry, fiction, and essay;
3. Associate reading as a crucial component to writing;
4. Consider writing—their own and others'—as contributing to a larger community both inside and outside the university;
5. Place their own creative output within the larger contemporary writing community.

Course Learning Outcomes (CLOs)

GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

- *The Best American Short Stories 2021* (Ward)
 - ISBN-10: 1101904402
 - ISBN-13: 978-1101904404
- *The Moth Presents All These Wonders* (Gaiman)
 - ISBN-10: 1328485390
 - ISBN-13: 978-1328485397
- You are required to have an electronic device (laptop, desktop, tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Internet access: you're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See [Learn Anywhere](#) website for wi-fi options on campus.
- The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a deadline for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

Course Requirements and Assignments

The course writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me and your class peers. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge success as well as note problems and suggest ways to improve.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Breakdown with Learning Goals and Outcomes

I grade on a weighted system for the following sections. See below for detailed breakdown.

UNIT	PROJECT NAME	GELO	WORD COUNT	%
1	POETRY PORTFOLIO: 4 poems	4-7, 11	800	10%

2	NONFICTION: Personal Narrative	4-7, 11	2000	15%
3	SHORT FICTION: Story	4-7, 11	2000	15%
FINAL	MAJOR PROJECT REVISION	4-7, 11	Varies	15%
	REVISION RATIONAL ESSAY	4, 5, 8, 10	700	
1-3	PEER REVIEWS, ROUGH DRAFTS, MINI-WORKSHOPS, CONFERENCES	3-5, 7, 9, 11	///	15%
1-3	DAILY WARM-UPS/PARTICIPATION	1-11	1000	5%
1-3	READING DISCUSSION PRESENTATION	1, 2, 3, 4, 5	500	5%
1-3	WRITING EXERCISES	1, 4-6, 8-10	1000	15%
1-3	SELF-EVALUATIONS & PORTFOLIO	3, 4, 5	1000	5%
Total		///	9000	100%

Assignments

Course instruction includes in-class writing, reading discussions, peer review, group work and workshops during class meeting times. You will be assigned weekly homework to do outside of class (3-6 hours per week) that includes reading, writing, research and responding to texts.

Assignment Format: All assignments should be typed in 12-point font, one-inch margins, in Times New Roman font, and MLA format. All these things must meet MLA Format. Improperly formatted papers will lose points. All assignments will be submitted on Canvas.

Formatting Resource: Owl Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/747/01/>)

Library Liaison

Peggy Cabrera, Librarian for English Department

Email: Peggy.Cabrera@sjsu.edu

Phone: 408-808-2034

Major Assignments

1. Poetry Portfolio: You will produce a poetry portfolio consisting of four poems, each responding to a specified requirement in the project prompt
2. Creative Nonfiction Personal Narrative: You will produce a personal narrative about a topic or event of your choosing
3. Fiction Short Story: You will produce produce a short story whose genre, style, topic, voice, etc will be all of your own choosing
4. Final Revision: You will choose ONE of the above projects to revise following guidelines I will provide.
 1. In addition, you will provide a Revision Rationale essay where you detail what you changed and your reasoning for it, as well as your thought process.
 2. Final Exam: There will be no final exam in this course. This will serve as your final.

Note on word count requirement: Specified word count requirements are final. I give you a leeway of 100 words above or below. More than that and you will lose points.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and explore concepts outlined in the readings and/or past lectures. You are given time in class to complete the assignment and will have until 11:59pm of that day to complete it. Any later will not be accepted.

Writing Exercises/Activities: Activities will be done during our class sessions. These activities will most likely be done in groups with classmates.

Workshop Critique, subject & participant: One of the most important steps in the writing process is evaluating the work of your peers. Identifying the pros and cons of other writers will help you do the same for your own writing. For each unit, you will be given time to read your peers' work, as well as have them read yours. If you do not have a hardcopy by the start of the Peer Review day, that is a zero. If you do not show up to the meeting on the day of the Peer Review, that is also a zero.

Rough Drafts: To be submitted as a hardcopy (three copies), one to turn in to me on the day of the peer review and two for your peers to comment on. I *do not* read your rough drafts. That's what your peer reviews are for. If you want me to look at your rough draft. Make an appointment to discuss your draft with me at least two weeks before the final deadline. The draft you sent me should be complete. And you must include specific questions you want me to take a look at. Otherwise, if you do not need me to look at your rough draft or have general questions/confusion about the project, you can drop by my office hours at any time or make an appointment with me.

Participation:** You will be expected to contribute to the class discussion and workshops at least twice during each week. This includes answering Qs or asking Qs of your own. I will be keeping a record of this.

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

No extra credit will be offered in this class.

* Late work for Weekly Warm-ups, Writing Exercises given in class will not be accepted.

** Participation only counts when you speak up during the class discussions and workshops. I cannot give you participation points for "paying attention," "trying hard," or speaking up during your group meetings because I cannot monitor those things for every individual in the class. Therefore, you can do all of the above listed and still get low participation points if you do not speak up during the class discussions.

✓ Grading Information

Grading Information

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students' GPA.

A (92-100); A- (90-91);
B+ (88-89); B (82-87); B- (80-81);
C+ (78-79); C (70-77); C- (70-71);
D+ (68-69); D (62-67); D- (60-61);
F (<60)

- I use conventional rounding methods when determining percentages. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- I do not round up whole percentages. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no.
- **Attendance grade.** Canvas will show your grade for attendance. Disregard that. It's not included in your overall grade.
- **You have two weeks from the date the grade is posted to make an appointment with me to ask about it.** (Canvas always notifies you when your grades are posted, along with any comments. That's why it's encouraged to have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester.

Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have **one week** to ask me.

A note on grading in this course: Creative writing cannot be assessed the way we would a regular academic essay. So the following is generally how I will assess your work throughout the semester:

- An A meets the requirements of the project and is publishable as is, with very minor revisions
- A B meets the requirements of the project
- A C does not meet the requirements of the project
- A D is incomplete
- An F is no submission by the deadline without prior discussion with myself

A specific rubric will be provided for each major project

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Note: The schedule is subject to change with fair notice in class or via notice on Canvas.

All assignments are due on Canvas by 11:59 on the due date.

Unless stated otherwise, **NO CANVAS SUBMISSION = ZERO**

WEEK	DATE	MONDAY	DATE	WEDNESDAY	UNIT
0			1/25	Introductions Syllabus Contract & Writing Questionnaire First Day Writing Exercise	
1	1/30	Introduce Poetry Unit Read Week 1 Bulletin	2/1	In-Class Discussion	1
2	2/6	Read Week 2 Bulletin	2/8	In-Class Discussion	
3	2/13	Read Week 3 Bulletin	2/15	In-Class Discussion	

4	2/20	Read Week 4 Bulletin	2/22	DUE: THREE HARDCOPIES OF COMPLETED POETRY PORTFOLIO No hardcopy means you cannot participate in peer review Peer review in class		
5	2/27	Introduce Nonfiction Unit Read Week 5 Bulletin Reading: "California Gothic" (Negron, The Moth) DUE: FINAL DRAFT OF POETRY PORTFOLIO	3/1	In-Class Discussion Reading: "Prom" (Minhaj, The Moth) DUE: POETRY PORTFOLIO SELF-EVALUATION		
6	3/6	Read Week 6 Bulletin Reading: "Unusual Normality" (Beah, The Moth)	3/8	In-Class Discussion Reading: "A Tale of Two Dinners" (Broyard, The Moth)		
7	3/13	Read Week 7 Bulletin Reading: "Panic on the Road to Jericho" (Bolz-Weber, The Moth)	3/15	In-Class Discussion Reading: "A New Home" (Samadzai Bonner, The Moth)	2	
8	3/20	Read Week 8 Bulletin Reading: "Undercover in North Korea with Its Future Leaders" (Kim, The Moth)	3/22	In-Class Discussion CONFERENCES DAY 1		
9	3/28 - 4/1	SPRING BREAK				
10	4/3	Read Week 10 Bulletin CONFERENCES DAY 2	4/5	DUE: THREE HARDCOPIES OF COMPLETED NONFICTION ESSAY No hardcopy means you cannot participate in peer review Peer review in class		
11	4/10	Introduce Fiction Unit Read Week 11 Bulletin DUE: FINAL DRAFT OF NONFIC ESSAY	4/12	In-Class Discussion Reading: "Little Beast" (Zhang, BASS) DUE: NON-FIC SELF-EVALUATION		
12	4/17	Read Week 12 Bulletin Reading: "The Miracle Girl" (Chang-Eppig, BASS)	4/19	In-Class Discussion Reading: "Clementine, Carmelita, Dog" (Means, BASS)		
13	4/24	Read Week 13 Bulletin Reading: "Portrait of Two Young Ladies in White and Green Robes" (Pek, BASS)	4/26	In-Class Discussion Reading: "In This Sort of World, the Asshole Wins" (Romanosky, BASS)	3	

14	5/1	Read Week 14 Bulletin Reading: "Love Letter" (Saunders, BASS)	5/3	In-Class Discussion CONFERENCES DAY 1
15	5/8	Read Week 15 Bulletin CONFERENCES DAY 2	5/10	In-Class Discussion DUE: THREE HARDCOPIES OF COMPLETED SHORT STORY No hardcopy means you cannot participate in peer review Peer review in class
16	5/15	Read Week 16 Bulletin DUE: FINAL DRAFT OF SHORT STORY		
	5/19	DUE BY MIDNIGHT ON CANVAS: <ul style="list-style-type: none"> • Final Revision of Major Project + Revision Explanation Essay • Self-Evaluation (We do not meet this day)		