Note:

\*\*\*Bring textbook (*Creative Writing: Four Genres in Brief*, 3rd Edition) and journals to class each day.

\*\*\*All reading assignments should be completed before class. This includes photocopied students’ work to be discussed in workshop.

\*\*\*Write in your journal as often as possible. Aim for 15 minutes per day.

\*\*\*This class runs on a tight schedule. Manuscripts must be submitted on the due date. 

**English 103 SYLLABUS**

**Wk. 1**

**CREATIVE NONFICTION (Weeks 1-4)**

Feb 19 Class Introductions: Why study creative writing? What is creativity? Storytelling, Expression, Risk, etc.

Feb 21 Chapter 3: Elements of Creative Nonfiction

 --Instructions for Creative Nonfiction Assignment

**Wk. 2**

Feb 26 Chapter 3: Elements of Creative Nonfiction

Feb 28 Chapter 3: Elements of Creative Nonfiction



**Wk. 3**

Mar 5 Online examples of CNF in literary journals/Hybrid forms including video essays

Mar DUE: Creative nonfiction piece, 4-6 pages/ Students read work (optional) 

**Wk. 4**

Mar 12 CNF WORKSHOP (3)

Mar 14 CNF WORKSHOP (3)



**SHORT FICTION**

**Wk. 5**

Mar 19 Chapter 2

Into to Fiction; Elements of short fiction

Instructions for fiction assignment

Mar 21 Chapter 2

Examples of Fiction



**Wk. 6**

Mar 26 More examples of fiction

Mar 28 Class Cancelled (I am at a conference) 

**Wk. 7**

Apr 2 Examples and Techniques of Fiction

Apr 4 **DUE: Flash Fiction (4-6 pages)**

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**Wk. 8**

Apr 9 FICTION WORKSHOP (3)

Apr 11 FICTION WORKSHOP (3)

 **DUE: JOURNAL**



**Wk. 9**

**POETRY**

**Note: During spring break, please read the chapter on poetry to familiarize yourself with the language of poetry and the various forms (14-97). In your journal, write at least one “form” poem and one free verse poem.**

Apr 16 *SPRING BREAK*

Apr 18 *SPRING BREAK*



**Wk. 10**

Apr 23 Chapter 1: The forms of poetry

Apr 25 Read all the poems in Chapter 1. Which of these poems appeals to you the most? Be prepared to discuss!



**Wk. 11**

April 30 More examples of poetry and the musical connection

May 2 Close reading of poetry: photocopied collection for discussion



**Wk. 12**

**This week you will submit 3 short poems on a single theme: Revenge, Beauty, Lust, Destruction, etc. Your poems can be free-form or structured. Aim for no less than 15 lines per poem. Remember to avoid clichés and make sure that every word is there for a reason. Please print 27 copies—it’s fine to shrink the font and squeeze them onto one page if possible.**

May 7 All-class poetry workshop/reading (Students’ last names A-L)

May 9 All-class poetry workshop/reading (Students’ last names M-Z)



**DRAMA/10-MINUTE PLAYS**

**Wk. 13**

May 14 Chapter 4: 10-Minute Plays, examples and formatting

May 16 Chapter 4



**Wk. 14**

May 21 Dramatic Readings of published plays

May 23 Examples of Plays onto film (*Fences, Carnage, Oleanna*) and dramatic tension



**Wk. 15**

May 28 **DUE: 10-MINUTE PLAY**

**(Please bring enough copies of your play for each actor to get a copy, plus one extra for me. For example, if your play has 3 characters, please bring 4 copies. During class (or in advance) you will recruit fellow classmates to assist in the reading of your play. We may not have time to read everyone’s play, but I will try to allow as many students as possible the opportunity to have their plays workshopped.**

--Reading Group #1 Last name A-H

May 30 PLAY READING AND WORKSHOP

Reading Group #2 (Last names L-P)



**Wk. 16**

June 4 PLAY READING AND WORKSHOP

 Reading Group #3 (Last names Q-Z)

 **DUE: JOURNAL**

June 6 Final Exam, class meets 11:50-2:10pm

**Final Exam Instructions:**

**Literary Reading (10% of grade)**

 Select your best work to share with the class, something that works well for a short reading. This might be a short piece (2-3 pages), an excerpt of a longer piece, or 2-3 poems. Please time yourself so that you do not exceed 3 minutes). This work should be meaningful and personal, something that your audience will also find meaningful. You should practice reading ahead of time. Record your voice, listen to your recording, and note how your pacing and pitch might be improved. Remember, your goal is to express your work as effectively as possible. What emotion/tone is right for your piece? Are you reading slowly enough so that your audience can understand and appreciate your work?

\*\*\*Please also submit 27 printed copies, or enough for number of current classmates. It’s nice to have a print copy to accompany the reading.