**WAYLAND BAPTIST UNIVERSITY**

**Virtual Campus**

**School of Languages and Literature**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**Course Name:** ENGL 3303 **VC01** Studies in English – *Creative Non-Fiction*

**Term and Year: Summer 2022**

**Full Name of Instructor: Dr. Kimberlee Mendoza**

**Office Phone and WBU Email Address: (806)291-1106; mendozak@wbu.edu**

**Office Hours, Building, and Location:** Gates Hall, 200, Plainview

**Class Meeting Time and Location**: Online

**Catalog Description:** Topics vary to include subjects, genres, or themes not exclusively covered in other English courses. May be repeated once when topics change.

**Prerequisite:** **Advanced standing**

**Required Textbook and Resources**:

Prentiss, S. (2021). *Advanced Creative Fiction.* Bloomsbury Academic. ISBN: 978-1350067806

**Optional Materials:** None

**Course Outcome Competencies**: Although the outcomes may vary according to the topic(s) selected for the semester, upon the conclusion of this course students actively engaged in learning will be able to:

1. Describe the distinct characteristics of the subject, genre, or theme selected for the course, and demonstrate how the subject, genre, or theme is connected to major literary movements.

2. Connect major world events to the subject, genre, or theme selected for the course.

3. Demonstrate the ability to read critically and communicate persuasively about the works selected.

4. Discuss the overall topic for the course and suggest how this topic is represented in each of the select pieces.

5. Conduct research on a topic related to a select piece of literature, articulate and support a thesis, and follow through with appropriate documentation.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Attendance Requirements**: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings.  All absences must be explained to the instructor, who will then determine whether the omitted work may be made up.  When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director.  Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course.  Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

**Course Requirements and Grading Criteria: (Fill in—include information about term papers, projects, tests, presentations, participation, reading assignments, etc. and how many points or what percentage of the final grade each of these components or assignments is worth)**

**Following statement must be included following Course requirements and grading criteria**:

**“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Tentative Schedule**:

# **SCHEDULE**

**WEEK 1—** NOTE: **You MUST respond to the discussion question by Thursday to be marked present.** If you don’t, you risk being dropped from the course.

**Reading:** Chapter 1 – The History of Non-Fiction

**Video:** <https://www.youtube.com/watch?v=lQAjlxFuS9c>

**Assignment:** Write a personal narrative essay about a time in your childhood. It should be written in first person (but not 2nd person “you” or “your.”) This is not a formal essay, but a narrative. It should not be *telling,* but *showing*. Let me be there with you, experience the moment (think of your 5 senses). It should stay in your head, so no head hopping. If you can’t see it or experience it in that moment, it should not be included. Hook me in the first sentence. Have an intro, a body, and a conclusion. This is not an academic essay, but a narrative, so tell a story—like fiction, only it is true.

There is no word count, but the details should be flushed out. The essay should be written in MLA format (meaning there is a signature block at the top left, TimesNewRoman, 12-point font, double-spaced). It should have a creative title.

**Discussion:** Click into the Discussion Forum and answer the question.

“The textbook points out several different writers and their quotes about writing. Pick one or two that stick out to you, then write why the resonate with you. Then create your own quote about writing.”

*All initial posts are due by Thursday night, and should be a minimum of 10-sentences. Then, respond to two people with more than “I agree” statements, Sunday by midnight.*

**WEEK 2—**

**Reading:** Chapter 2 – The Central Question

**Video:** <https://www.youtube.com/watch?v=bkpNkwxONms>

**Assignment:** Over the next few days, keep a notebook with you and write down different things you see throughout the day. Things people say or do. Things that happen to you. Anything that intrigues you. At the end of the week, circle five facts at random and list out a personal experience that relate to one of those ideas. Example: Let’s say one of my journal lines watched someone pumping gas. I can remember a time I got gas all over my clothes. I could reflect on that. Once you’ve chosen your memory, free write about one of these memories for about ten minutes (don’t think, just write). Then rewrite your thoughts into a flash nonfiction story of 300-words or less. (Both writings should be included in the SAME word document, clearly marked which is which. Also, include what your original “fact” was.)

**Discussion:** Click into the Discussion Forum and answer the question.

Share some of the observances you had this week (from your journal). What are some central questions you might derive from those observations? Then, looking at other people’s journal experiences, write down some questions or memories you may have from their observations.

*All initial posts are due by Thursday night, and should be a minimum of 10-sentences. Then, respond to two people with more than “I agree” statements, Sunday by midnight.*

**WEEK 3—**

**Reading:** Chapter 3 – Form and Topic Interplay & Chapter 6 – Dramatic Design

**Video:** <https://www.youtube.com/watch?v=tRqVPRwKn2o>

**Assignment:** Write an autobiographical story working backwards. Pick a topic where there is growth, but start with the present. Who are you today because of that moment in time? Then tell that story. This is a popular story form today. We see it a lot in movies, where we have flashbacks. It is good to know how to proceed in this way. The story has no word count, but try to keep it under four pages. Do not use 2nd person “you,” but you should write in 1st person.

**Discussion:** Click into the Discussion Forum and answer the question.

Share some of the observances you had this week (from your journal). What are some central questions you might derive from those observations? Then, looking at other people’s journal experiences, write down some questions or memories you may have from their observations.

*All initial posts are due by Thursday night, and should be a minimum of 10-sentences. Then, respond to two people with more than “I agree” statements, Sunday by midnight.*

**WEEK 4—**

**Reading:** Chapter 5 – Meaningful Imagery

**Video:** <https://www.youtube.com/watch?v=q5H8oPyQaPQ>

**Assignment:** Write a memoir chapter from a time in your adult life. It must be written in first person, but do not include second person “you” or “your.” It should use imagery and significant sensory details.

**Discussion:** Click into the Discussion Forum and answer the question.

Write down short paragraph with NO sensory details in it no later than Thursday at midnight. Then, go to another student’s paragraph and write in sensory details (please try to do one that hasn’t been done yet. If they all have one, then you may do one that is already done). This is due no later than Sunday at midnight.

Example: The car drove into my driveway. Could be: The faded red Chevy rumbled down the street, stopping in my driveway, looking out of place against the groomed lawns and million-dollar mansions. Now you try.

**WEEK 5—**

**Reading:** Chapter 7 – Narrative Energy & Chapter 8 – Expanding the Scene

**Video:** <https://www.youtube.com/watch?v=bkM1KengtYA>

**Assignment:** Write a fast paced thrilling or action sequence narrative. This story does not need to be yours. It can be about someone else or something you know about. The story should be between 350-900 words. It should be exciting or scary. It should move fast, not be bogged down with information.

**Discussion:** Click into the Discussion Forum and answer the question.

Take your story that you wrote for this week’s assignment and speed it up even more by making it less than 100 words. Then share it with each other no later than Thursday at midnight. Take another person’s story and make it less than 50 words. Then see if you can make another student, who is now at the 50 words, into one sentence. No later than Sunday at midnight.

**WEEK 6—**

**Reading:** Chapter 10 – The Human, the Writer, and the Narrator

**Video:** <https://www.youtube.com/watch?v=flq29zwRrZA>

**Assignment:** Interview someone (or multiple people) about a story you think is worth telling, then write a news article about the person’s story and/or situation. This should be written in third person and avoid any bias. It should include resources (an interview is a resource). It should have facts, transitions, and a journalistic tone. For examples, read a news article: <https://www.nytimes.com/spotlight/learning-lessons-journalism>.

The word count should be 600-800 words (the average length of a news article). It should be written in MLA format (same as last week). It should include an introduction that summarizes the main points of the story (about 35 words). Paragraphs should be short and sweet, more like two-three sentences. Sentences should be short, not long, and avoid complicated words. Cut unnecessary words. (Example “School Teachers arrived at school and were able to take role within 3-minutes of the starting of class” can be shortened to “Teachers took role within 3-minutes of class starting.”) Be careful not to repeat information.

**Discussion:** Click into the Discussion Forum and answer the question.

Read at least two of the “Relevant Readings” for this week (List is on first page of Chapter 10 and readings are found in the Anthology in Part 2). After reading the stories, explain what kind of narrator they are and why you think that. If you could change their story, how might you do that? What are some of the personal details you notice in the stories you chose? You might consider researching the author and see what other kinds of writing they may do. What aspects makes them “human?”

*All initial posts are due by Thursday night, and should be a minimum of 10-sentences. Then, respond to two people with more than “I agree” statements, Sunday by midnight.*

**WEEK 7—**

**Reading:** Chapter 11 – Soundscapes & Chapter 12 – Phenomenal Truths

**Video:** <https://www.youtube.com/watch?v=l173xR7ZOsc>

**Assignment:** Pick any piece that you have been working on in this class so far. Please turn on “Track Changes” so that I can see what you have changed. Rewrite the entire piece by changing words, getting rid of any show versus, passive voice, etc. Do NOT simply make the changes. I need to *see it* in track changes.

(If you don’t know how to use track changes, please check out this video: <https://www.youtube.com/watch?v=m7tmsWN6uH0> ).

**Discussion:** Click into the Discussion Forum and answer the question.

The creative part of nonfiction is used to fill the gaps. To make something more interesting. Write down a short memory from when you were young. No more than 100 words. (No later than Thursday at midnight.) Then, go to another person’s memory and rewrite it with details. This is the creative part. It is about adding in things that we simply can’t remember. Like the color of the bed spread, the shape of the rug, the photo on the wall, etc. Have fun putting in “fake” details on other’s works. Everyone should do two. Try to do ones that do not already have a comment. No later than Sunday at midnight.

**WEEK 8—**

**Reading:** Chapter 13 – Embracing Uncertainty & Chapter 14 – Ethics

**Video:** <https://www.youtube.com/watch?v=fPJJCrv-n00>

**Assignment:** Pick any piece you’ve worked on in this class and make it ready to be published. Write a query letter to go with it. Find a publisher that it could be submitted to, and address the letter to that publisher. Submit the letter and the piece in a single document and upload it to Blackboard by Friday at midnight. (Recommended and bonus points, if you actually send it to the publisher. Send me a screen shot of it being sent or blind copy me in the email.)

**Discussion:** The video talks about not offending people with your truth. What is your stance on writing the truth? As it really happened? What are ways you can tone it down or keep it real, without hurting others? Are there some stories that should not be told? Explain your answers.

*Your discussion is due by Thursday, but you do not have to respond to anyone this week. Your initial post needs to be 10-sentences or longer.*

**DUE NO LATER THAN SATURDAY THIS WEEK!**

***NOTE: No late work accepted this week. Class closes at midnight on Saturday!***

KRM: 10/18/21