****

# **WBU ONLINE**

**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 5315 Creative Writing Workshop

**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 2nd Floor #200

**Class Meeting Time and Location:** Virtual Campus

**Catalog Description:** A study of the craft of creative writing with attention to genre, peer critique, and revision.

**Required Textbook and Resources**:

Mokhtari, Tara. (2019). *The Bloomsbury Introduction to Creative Writing*, 2nd Edition.   
ISBN: 9781350056688

**Course outcome competencies:** Upon the conclusion of this course, students actively engaged in learning at the graduate level will be able to:

1. demonstrate a skilled technical awareness of the four creative areas of fiction, short fiction, non-fiction, and poetry;
2. participate in and lead creative workshop sessions by receiving and administering constructive criticism and re-evaluating one’s own body of creative work through these sessions;
3. create a considerable body of creative work through demonstrated use of the drafting, revising, proofreading process;
4. link personal creative expression to universal ideals and expressions;
5. understand various stratagems and possible creative endeavors in the wider publishing world.

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 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.”

**GRADING:**

|  |  |
| --- | --- |
| **ASSIGNMENTS** | **POINTS** |
| Discussions (8x25 =200) | 200 |
| Free Write | 100 |
| Personal Narrative | 100 |
| Poetry | 100 |
| Flash Fiction | 100 |
| Novel Chapter | 100 |
| Digital Media Post | 100 |
| Script | 100 |
| Exegesis | 100 |
| **TOTAL SCORE** | **1,000 POINTS** |

**SCHEDULE & COURSE REQUIREMENTS:**

*NOTE: You will share your writing on Thursday of each week,   
so if you’re a “weekend student,” consider working ahead.*

## **WEEK 1**

**Topic:** *Introduction to Writing*

**Reading:** Introduction & Chapter 1

**Assignment:**  Open a Word document. Select double-space, TimesNewRoman, 12-point font. Put a signature block at the top. Set a timer for five-minutes and just write a story. No thinking. Just writing. You are not allowed to pick your hands up from the keys until the five minutes is up. Give it a title. Then, at the end of the story, create a page break and write the word: “Edit.” Copy and paste what you orginally wrote above and paste on the new page. Turn on your “tracking” and edit your story. (If you don’t know how to turn on tracking, “Google it.”) Once you think it is good. Turn it in.

**Discussion:** This week, for the discussion, please tell us about yourself, your writing experience, why you are taking this course, and what you plan on doing with writing in the future. Then, ask a question of your fellow writers. You should submit your initial post no later than Thursday, and then respond to two people no later than Sunday at midnight. Responses should be quality responses.

## **WEEK 2**

**Topic:** *Non-Fiction*

**Reading:** Chapter 2

**Assignment:** You will write a personal narrative (a true story about your life). It should be a minimum of 1,000 words. It should be a true story that is written in a creative voice. It should include a beginning, middle, and end. It should be MLA formatted with a signature block at the top, double-spaced, TimesNewRoman font. It should have a creative title. It should be your original work. Plagiarism will not be tolerated.

**Discussion:** You will take your personal narrative (see assignment) and rewrite it to EXACTLY 250-words, then submit it for others to read no later than Thursday. You should then edit and comment on every other narrative in the class no later than Sunday at midnight.

## **WEEK 3**

**Topic:** *Poetry*

**Reading:** Chapter 3

**Assignment:** You will write four poems (subject of your choice):

* Haiku
* Sonnet, Ode, or Limerick
* Free form
* Student’s choice of style from the textbook

All four poems should be in ONE single document that is MLA formatted with a signature block at the top, double-spaced, TimesNewRoman font. All three poems should have a creative title. They should be the original work of the student. Plagiarism will not be tolerated. Length is up to the discretion of the student. Students will be sharing these with the class.

**Discussion:** You will share two of your poems (see assignment) with the class no later than Thursday, then comment or edit on every poem from the other students in the class no later than Sunday at midnight.

## **WEEK 4**

**Topic:** *Short Fiction*

**Reading:** Chapter 4

**Assignment:** You will three flash fiction stories:

* Under 100 words
* 100-250 words
* 250-500 words

All three stories should be in ONE single document that is MLA formatted with a signature block at the top, double-spaced, TimesNewRoman font. All three stories should have a creative title. They should be the original work of the student. Plagiarism will not be tolerated. Students will be workshopping these stories in class.

**Discussion:** You will share one of your stories (see assignment) with the class no later than Thursday, then comment or edit on every poem from the other students in the class no later than Sunday at midnight.

## **WEEK 5**

**Topic:** *The Novel*

**Reading:** None

**Assignment:** You will be writing the first chapter of a novel. It should be MLA formatted with a signature block at the top, double-spaced, TimesNewRoman font. It should have a creative title. It should have a clear end to the chapter, but cliff hangers are acceptable. Under the chapter, you will write a book summary of where this book is going (think of the back of a book cover). They should be the original work of the student. Plagiarism will not be tolerated.

**Discussion:** You will share your novel chapter (see assignment) with the class no later than Thursday, then comment or edit on every chapter from the other students in the class no later than Sunday at midnight.

## **WEEK 6**

**Topic:** *Screenwriting & Playwriting*

**Reading:** Chapter 5-6

**Assignment:** Students have two options -

Option 1: Write a skit or monologue. It should have a beginning, middle, and end that have a clear message and ending. The length is up to the discretion of the student. It must be in the format demonstrated below. The script will be uploaded to Blackboard, but the filming of it should be shown to the class in the discussion. If you choose monologue, you will upload it in both places.   
It should include:

* Title
* Setting (Location, era, stage set needed)
* Props needed (if applicable)
* Cast List with short explanation
* Dialogue in this format -

JOHN:

MARY:

Option 2: Write a script for film and produce the film to show the class. It must be under 5-minutes in length. It must be written for this class and be the original work of the student. Scripts should be in screenplay format and uploaded to Blackboard. The film itself will be shown to the class.

**Discussion:** This week, you have been given a choice: You can either film your skit or movie and upload the YouTube link for the class to see OR you can write a monologue to share with the class. Either one should be uploaded by Thursday at the latest. Then comment on other films, skits, and monologues in the class by Sunday at midnight.

## **WEEK 7**

**Topic:** Digital Media

**Reading:** Chapter 7

**Assignment:** Write an article that one might find online. Do some research to include in your article. It should be current and interesting. The hook and title should draw the reader to click on it. Include links for more information. Consider having a few photos as well. Be sure to include a reference page at the end. If you choose to do this in a Word document, it should be MLA formatted with a signature block at the top, double-spaced, TimesNewRoman font. Or you can upload it online, in any platform, and provide the link to the professor and class. The article should be the original work of the student. Plagiarism will not be tolerated.

**Discussion:** Please provide the Word document or the link to your article (see assignment) no later than Thursday. Then comment on two other’s articles no later than Sunday at midnight.

## **WEEK 8**

**Topic:** Critique & Exegesis

**Reading:** Chapter 8 and Poetry Handout

**Assignment:** This week, we concentrate on analysis. (For those getting a MA in English, this is something you will need to be able to do to graduate from the English program.) Using the textbook as your guide, pick one of the poems in the provided handout, and write a *critical analysis* of the text. It should be clear which poem you have chosen. There is no page or word count, so you will be graded on your clear analysis of the poem, that includes a strong arguable thesis (which is located as the last sentence of the introduction) and an explanation of any literary devices. The analysis should include citations from the text you have chosen and a Works Cited page.

**Discussion:** Now that we are at the end of this course, what writing did you enjoy the most and why? Have your answers changed from week on about writing at all? What is a take-a-way that you might have gleaned from this class? Is there something you had hoped to learn, but didn’t? What is one thing from the video this week that you would mention? Initial posts are due by Thursday. Your responses are due Sunday by midnight.

“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 Vice President of Academic Affairs 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.”

Updated: KRM 10/16/21