

**Course Prefix/Number/Title:** ENGL 211: Creative Writing

**Number of Credits:** 3

**Course Description:** Guided practice of writing skills related to the imaginative uses of language.

**Pre-/Co-requisites:** ENGL 110

**Course Objectives:**

Welcome to Creative Writing! We will explore the art of creative writing by looking at narrative elements such as plot, character, setting, style, and more. This course will use a workshop format where you will share your work with your classmates and receive feedback with the goal of polishing a piece or pieces of writing over the course of the semester.

**Instructor:** Erik Kornkven

**Office:** Thatcher 2208

**Office Hours:**

M/W/F: 1:00-3:00

T/Th: 10:00-12:00

**Phone:** 701-228-5456

**Email:** erik.kornkven@dakotacollege.edu

**Textbook(s):** DeMaria, Robert. *The College Handbook of Creative Writing*. Fourth Ed. New York: Cengage, 2014.

**Course Requirements:**

- Bring your textbook to class. Bring writing materials to class (pen and paper). Laptops are welcome, but visit Facebook, Myspace, and check your email before or after class, not during class (unless doing so is an in-class activity).
- Please turn all cell phones off, and refrain from checking for messages during class.
- An appropriately demanding college course should require you to work approximately 7.5-8 hours per week: 150 minutes of in-class time, and 300 minutes (or 5 hours per week) outside of class. Some weeks will require more, some less, but for this class you will be expected to do most of your reading, researching, and writing outside of class time.
- Show respect for your classmates, their ideas, and their writing. This class will require you to share your ideas with classmates, either in class, through electronic discussion, or through peer review. Learning to respect—even understand—diverse perspectives is one of the hallmarks of a university-educated person.
- Be observant, thoughtful, and curious. I will do very little lecturing in this course; I will be trying to help you develop more sophisticated ways of looking at texts and the world, help you think more deeply and richly about issues that matter to you, and help you develop a sense of intellectual curiosity.
- Have fun! As one of my first and best college teachers wrote, “No play, no joy, no life.”

### Tentative Course Outline:

The semester will be broken up into two parts. The first half of the semester will see us working through the textbook typically covering two chapters a week. Every third week you will write a creative piece and workshop it in class. The second half of class will see you focus your work on a single final creative project. You will work your way through the planning, drafting, work shopping, and revising process before presenting your final polished piece to the class at the end of the semester.

**More than other types of classes, workshop classes require you to have your work done and ready to work with on the day you are scheduled to workshop. If you don't have any material, then the class cannot happen. Because of that reason, a large portion of your grade will depend on the completeness of the work you bring to your designated workshop session.**

### Assignments/Points

Workshop Pieces	3	X	100 pts (300)
Final Project Planning	1	X	75 pts (75)
Final Project Workshop 1	X		100 pts (100)
Final Project Revision	1	X	75 pts (75)
Final Project	1	X	100 pts (100)
Creative Journals	10	X	10 pts (100)
Participation Attendance	1	X	50 pts (50)
Participation Workshop	4	X	50 pts (200)
Total			1000 pts

### Tentative Schedule

Week	Unit	Assignment
Week 1:	Introduction	
Week 2:	Ch. 1 & 2	In class writing prompts
Week 3:	Ch. 3 & 4	In class writing prompts
Week 4:	Writing Workshop 1	Writing Assignment 1
Week 5:	Ch. 5 & 6	In class writing prompts
Week 6:	Ch. 7 & 8	In class writing prompts
Week 7:	Writing Workshop 2	Writing Assignment 2
Week 8:	Ch. 9 & 10	In class writing prompts
Week 9:	Ch. 11	In class writing prompts
Week 10:	Writing Workshop 3	Writing Assignment 3
Week 11:	Final Project	Planning
Week 12:	Final Project	Drafting
Week 13:	Final Project	Workshop Final Project Draft
Week 14:	Final Project	Revision
Week 15:	Final Project	Presenting
Week 16:	Finals Week	Presenting

## **Grading Scale.**

Course total= 1000 points.

A = 900 — 1000 (A-: 90-93%, A: 94-97%, A+ 98-100%)

B = 800 — 899 (B-: 80-83%, B: 84-87 %, B+: 88-89%)

C = 700— 799 (C-: 70-73%, C: 74-77 %, C+: 78-79%)

D = 600— 699 (D-: 60-63%, D: 64-67 %, D+: 68-69%)

F = below 600

Individual assignments will be based on the same scale 225/250 = A; 180/200 = A;  
90/100 = A; 45/50 = A; 22.5/25 = A; 9/10 = A, etc.

## **Definitions of Grades**

All major assignments for this course will include detailed grading rubrics. Each rubric will outline specific features of the assignment I will be looking at in your work. Your grade will be determined based on how well you meet the requirements of the *entire* rubric. You may do an excellent job on one aspect, but still need work in another.

A = excellent documents in all aspects—some slight room for improvement.

B = good; some aspects of the document or project might be excellent, others will be good.

C = acceptable completion of the assignment. No major problems, but room for improvement in most areas of the assignment.

D = a major aspect of the assignment has not been completed. Elements of the assignment might be quite good, but with unsatisfactory completion of certain elements, the assignment will remain a D.

F = incomplete assignment because page length was not met, proper research was not completed, proper documentation conventions not followed, genre conventions not adhered to, etc.

## **General Education Competency/Learning Outcome(s)**

### **Competency Goal #4: Communicates Effectively**

#### **Learning Outcome 1: Write effectively**

- Assessed through workshops of completed work

### **Relationship to Campus Focus:**

Assignments in this course will allow students to explore the relationship between nature, technology and beyond by helping them develop the critical thinking tools needed to navigate these intersections. Students will identify topics relevant to the mission of DCB that interest and impact them and will be given the opportunity to explore those topics with intellectual curiosity and academic rigor.

**Classroom Policies:****Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.