Dakota College at Bottineau

Course Syllabus

Course Prefix/Number/Title

ENGL 211 Introduction to Creative Writing (3CR); Prerequisite: ENGL 110

Number of credits

3

Course Description

Guided practice of writing skills related to the imaginative uses of language.

Pre-/Co-requisites

None

Course Objectives

Students will learn to find and develop ideas and images to start written works of poetry, fiction, creative nonfiction, and plays.

Students will learn to recognize linguistic variety in English.

Students will learn revision techniques to revise and complete short forms of poetry, fiction, creative nonfiction, and plays.

Students will learn to read and analyze published poetry, fiction, creative nonfiction, and plays to continue lifelong learning.

Instructor

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

Tuesday and Thursday 9:30 – 10:30

Monday, Wednesday, and Friday 11:10 – 12:00

By appointment if the times above do not work

Phone:

701-228-5602

Email:

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Lecture/Lab Schedule:

Room and time designated on the 2020 spring class schedule
https://www.dakotacollege.edu/application/files/4515/7850/1979/DCB_2020_Spring_Schedule.pdf

Textbook(s):

The Practice of Creative Writing 2nd ed Heather Sellers
Rhetorical Grammar 6th ed. Martha Kolln and Loretta Gray

Course Requirements:

Students will read assignments in the textbooks, will participate in classroom exercises to start imaginative writing, and work exercises and problems in grammar. The final grade in this class is based upon classroom exercises and a portfolio of creative work that includes poetry, a short fiction, a creative non fiction, a short play, and an analytical essay. The textbooks chosen for this class explain these formal elements.

Tentative Course Outline

Week 1 – 4 the role of reading in imaginative writing

Week 5 – 8 starting imaginative works

Week 9 - 12 revising imaginative works

Week 13 - 16 editing imaginative works and sharing them with others

General Education Goals/Objectives

Competency/Goal 4: Communicates effectively

The following competencies reflect the contribution of College Composition II to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

• Students will be able to write academic essays or other genres with clarity and accuracy after learning and practicing the stages of writing.
• Students will read closely and analyze and appreciate what is read.
• Students will learn to find and evaluate sources, then integrate and acknowledge sources in their writing.
• Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Express ideas through effective writing
Sub-competencies:
• Use the stages of a writing process to develop, organize, and present ideas in writing.
• Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task with clarity, understanding, and sensitivity.
• Demonstrate competent college-level writing through finished written texts that typically include a clear, original idea, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
• Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Read at a level that allows students to participate in collegiate studies and chosen careers
Sub-competencies:
• Anticipate and understand the structure and organization of written work.
• Recognize the purpose of a written text, and understand the rhetorical strategies used in a text to convey meaning.
• Relate the students' own life experiences to the information in literary, public, scholarly or professional texts.
• Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
• Demonstrate awareness of the connection that style and language have to an author's topic, audience, and purpose.
• Assimilate and connect information and ideas from multiple written sources.

Use information resources effectively
Sub-competencies:
• Find, consult, and use a variety of information resources.
• Evaluate the relevance and reliability of sources.
• Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field.
• Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others
Sub-competencies:
• Participate in class discussions and in any group projects or activities.

• Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

Relationship to Campus Theme:

The quotation below, attributed to Dr. C.N. Nelson, no date, is published in the atrium of the Nelson Science Center here on the DCB campus.

> Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. In addition to living in the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes "language," "word," "concept," and "Reason" as some aspects of its definition. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students learn to use the resources of a third sphere that has the potential to reconcile the technosphere with the biosphere.

Classroom Policies:

Students should attend class, do all of the quizzes and tests, and do all the reading and writing assignments. Late work earns no score. Plagiarized work will be failed. All work submitted for this class should be written for this class this semester. For more on the topic of plagiarism see the section below.

Late Policy

In all communication situations--professional, workplace, and academic--writers and speakers must meet deadlines. Any student who knows in advance he or she will not be able to speak on the day appointed or take a test on the day appointed should send the instructor an email informing him of the class to be missed. Once that is completed, the student and the instructor can work together to submit the work. In all other cases, work submitted late earns half credit and no credit if not submitted within a week of the original due date. Late submissions for the credit hour assignments earn no points.

Non-discrimination

Alternative viewpoints are welcome in this classroom. There will be no discrimination in this class, no discrimination based on race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, status as U.S. military or US veteran, or on any other basis not listed above.

Academic Integrity:

The information below, created by the Modern Language Association (MLA), a professional organization for faculty and others who work in language and literature, defines and illustrates plagiarism. The section below comes from a longer discussion that can be read at https://style.mla.org/plagiarism-and-academic-dishonesty/.

> Plagiarism can take a number of forms, including buying papers from a service on the Internet, reusing work done by another student, and copying text from published sources without giving credit to those who produced the sources. All forms of plagiarism have in common the misrepresentation of work not done by the writer as the writer's own. (And, yes, that includes work you pay for: while celebrities may put their names on work by ghostwriters, students may not.)
>
> Even borrowing just a few words from an author without clearly indicating that you did so constitutes plagiarism. Moreover, you can plagiarize unintentionally; in hastily taken notes, it is easy to mistake a phrase copied from a source as your original thought and then to use it without crediting the source.
>
> Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):
>
> *Everyone uses the word language and everybody these days talks about culture. . . . "Languaculture" is a reminder, I hope, of the necessary connection between its two parts. . . .*
>
> If you wrote the following sentence, it would constitute plagiarism:
>
> *At the intersection of language and culture lies a concept that we might call "languaculture."*
>
> This sentence borrows a word from Agar's work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source:
>
> *At the intersection of language and culture lies a concept that Michael Agar has called "languaculture" (60).*
>
> In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.
>
> Is it possible to plagiarize yourself? Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor.

It's important to note that you need not copy an author's words to be guilty of plagiarism; if you paraphrase someone's ideas or arguments without giving credit for their origin, you have committed plagiarism. Imagine that you read the following passage (from Walter A. McDougall's *Promised Land, Crusader State: The American Encounter with the World since 1776*):

American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.

If you write the following sentence, you have plagiarized, even though you changed some of the wording:

For the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded.

In this sentence, you have borrowed an author's ideas without acknowledgment. You may use the ideas, however, if you properly give credit to your source:

As Walter A. McDougall argues, for the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded (37).

In this revised sentence, which includes an in-text citation and clearly gives credit to McDougall as the source of the idea, there is no plagiarism.

Differently Abled and Special Needs

Any student who identifies as differently abled, or with special needs, should contact the Student Success Center (228-5668 or 1-888-918-5623) as well as inform the instructor, who will make accommodations so all students can meet their educational goals.