



ENG 315 01W

COURSE SYLLABUS: SPRING 2014

Instructor: Tony Hays

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Burroway, Janet, Elizabeth Stuckey-French, and Ned Stuckey-French.
***Writing Fiction.* 8th ed. New York: Longman, 2010.**

Eco, Umberto. ***Postscript on the Name of the Rose.*** New York:
Harcourt, 1984.

Course Description:

English 315 is an introduction to creative writing through reading and analyzing models of selected genre or genres. In a workshop atmosphere, students share their writings and critique each other's work, and learn the practical problems of preparing work for submission and marketing. May be repeated once when the emphasis changes. Prerequisite: English 102.

Course Outcomes

1. Students will demonstrate that they are active and engaged members of our learning community. This outcome will be assessed by evaluation of participation in the Course Discussions and Writing Workshops.
2. Students will demonstrate that they are able to critique rough drafts of their classmates' work by identifying structural elements, describing the effects, and offering constructive criticism. This outcome will be assessed by evaluation of selected peer response posts in the Writing Workshops.
3. Students will demonstrate that they understand basic conventions of short fiction and/or longer fiction. This outcome will be assessed by evaluation of the Portfolio and the Learning Journal.
4. Students will demonstrate that they have engaged in a writing process over the course of the semester which shows revision on the global as well as surface levels. This outcome will be assessed by evaluation of the multiple drafts handed in throughout the semester and the final "ready to submit" draft.
6. Students will demonstrate that they have researched potential markets for their work. This outcome will be assessed by evaluation of the Journal and the Portfolio's List of Markets, and the cover letter.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

1. Students will access and follow all course instructions found in the content area of the eCollege/NExT course.
2. Students will listen to all online lectures. Online lectures are collected on the "Lectures" Page.
3. Students will use the eCollege discussion tool to post to classmates in assigned discussions.
4. Students will complete and submit assignments electronically using the eCollege dropbox tool/tab or assigned discussions.
5. Students will access their grades in the eCollege gradebook, including comments uploaded in eCollege as well as marked on drafts that have been uploaded.

Assignments in a creative writing class reflect the activities writers do: writing rough drafts, getting feedback, revising after feedback, revising further, then researching potential publication markets, revising some more, preparing submissions, and sending work off to editors.

“Grading” creative writing is difficult under the best of circumstances as, in most cases, the quality of a piece of work is subjective. It is not uncommon to see reviews of the same book on both ends of the spectrum. A grade shuts down revision. In the real world, of course, writing is never graded, but readers make judgments all the time: to read or not to read, often after only a paragraph or two. Editors have only two grades: pass (they'll print it) or fail (they reject it). And even then, in the world of novels, it is a rare manuscript that the editor does not want revised.

The ideal writing workshop would not grade writing, but a class in the university system requires a final grade. Students in this course will be graded on effort, participation, responses and improvement as well as on quality of work. Revision is as important a step as the rough draft. So, how you handle revisions will play a key role in grading. For this class, you will be evaluated in four areas:

1. 50%: Your Portfolio (rough drafts, revisions, final drafts)
2. 20%: Your participation in our discussions
3. 15%: Your learning Journals (where you write informally about what you are learning)
4. 15%: Your market research (finding three-five places you could submit your work for publication, writing a report on each, and preparing a submission including cover letter for each).

GRADING

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. The gradebook is designed with the assignments weighted: your grades will be entered in percentages, which the program will translate to "points earned."

If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email or by posting in the appropriate Dropbox). Please do not post about grades in the Virtual Office which is a public space.

90-100%	= A
80-89%	= B

70-79%	= C
60-69%	= D
59-lower	= F

TECHNOLOGY REQUIREMENTS/ACCESS/ NAVIGATION

This course will be taught entirely using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@online.tamuc.org. Since this course will be offered completely online, special requirements must be considered. First, and perhaps most important, is that the student enrolled in this course must have access to a computer with the necessary software and services. The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege: Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

If your computer and internet services do not meet the minimum requirements for eCollege, you are welcome to use any of the computer labs on campus.

Secondly, it is also vital that the student have a working knowledge of the hardware and software they will be using. The Distance Education

Department maintains a FAQ page for students taking online and web-enhanced courses. The web address for this information can be found at <http://www.tamuc.edu/itde/FAQs.asp>.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative. Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

If you run into problems accessing eCollege through the standard online class link, try this alternate College web address is: <http://online.tamuc.org>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

As I am not resident in Commerce, all of our contact will have to take place via the course site, email, and/or telephone. I don't mind your calling me prior to 8pm each night, but you are more likely to get a speedy response via email.

Even so, the official medium of communication for the university is email which is handled through our eCollege platform.

All email correspondence for this course will be sent to students' myLeo email accounts.

An Adobe Presenter/Breeze presentation is available to demonstrate how to access your Leo email: <http://leo.tamuc.edu>. Please make it a habit to check email often and log in to the course daily to stay connected with the class.

Warning: Because this course is offered entirely online, the only way to verify that people emailing me are the students registered in the class is via their email accounts. Please use your official university email if you must email me, especially if you have questions about a grade.

I post information in the "Class Announcements" section of our online course and send it out via email to make sure students get the information in a timely manner. You are responsible for checking your university email and the Class Announcements at least once a week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Take some time to read through these: university faculty have a good deal of latitude in some of their policy areas. The first set of policy statements reflect my own standards.

The second set of policy statements are mandated by the University and Department of Literature and Languages.

If you choose to remain in the class, you are considered contractually-obligated to meet the policies and procedures enumerated here.

Instructor Policies:

Late Work: Late work will not be given any credit. In this class, "late" means anytime after the Grace Period (GP). However, all the project assignments must be turned in; since revision is built into the class, your best choice is to turn whatever you have in even if it is not perfect. The weekly due dates are always Friday, at midnight; the Grace Period ends Sunday at midnight.

WARNING ABOUT GP: always aim to complete your work by the original midnight deadline; then, if life intervenes, you have a safety net. If you aim to complete your work by the GP and life intervenes, which it will, you'll be without the GP's benefits. Keep in mind that the grading in this class rewards the revision process, including effort, so not turning in work because it's "not perfect" is counterproductive to the entire philosophy of the course. I expect your rough drafts to be just that – rough. And an incomplete draft is far better than no draft at all.

If you have a medical condition or emergency which affects your ability to do the work for this class, please email me as soon as possible with documentation.

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment.

If you have any questions regarding academic dishonesty, ask.

Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Literature and Languages Policy on Plagiarism:

Instructors in the Department of Literature and Languages do not tolerate Plagiarism, and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. The Department defines collusion as selling academic products (any written or recorded or pictorial material intended to be submitted to satisfy an academic requirement). You must acknowledge and document all sources (quoted and paraphrased) in your formal report. Documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Intentional and unintentional plagiarism will both result in a failing grade on an assignment, or, in repeated cases, in a failing grade for this class.

Plagiarism or collusion will result in an automatic failing grade on the assignment. A second instance of plagiarism or collusion will result in an automatic F for the class. If you have declared a major, your Department Head and the Dean of your college will be notified of your plagiarism. A report of the incident will also be filed with the Office of the Dean of Students. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

Online resources on plagiarism:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Creative writing courses may include exercises (imitation exercises) where students can choose to imitate a published work to learn a technique. Even in such situations, students are expected to identify the work being imitated in the assignment that is turned in.

Courtesy: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Since this course involves critiquing your classmate's creative work, such comments should contain only constructive criticism, tolerance, and respect (See Student's Guide Handbook, Policies and Procedures, conduct).

Drop Policy: The university drop policy has recently changed because of state mandates. Effective Fall 2008, a course dropped after census date in a term will receive a grade of "Q". Drops with "Q" grade will not affect the GPA overall status, but are counted as attempted hours and count towards the 6 drop rule, three-peat, 45-hour, and 30-hour rule. Graduate students are not subject to the six-drop rule, but will have the advantage of the "Q" grade.

The date information can be found here and is listed each term in the Schedule: <http://www.tamuc.edu/home/registrar/dropadd.asp>

A student may drop a course by logging into their myLeo account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLeo section of the Web page.

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term. If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Since this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the eCollege platform. The class platform is available for student access for only two weeks after the close of each semester.

Attendance Policy

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

MLA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. The Modern Language Association style manual is the standard for this class. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

University Specific Procedures

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Week One

Introduction to the Course

Why We Write What We Write

“Literary” Fiction vs. Genre Fiction

Assignment (ungraded) – Writing Sample

Week Two

Voice – Deciding Who will Tell Your Story

First Person vs. Third Person vs. Second Person

What Role Does Audience Play?

Reading: *Writing Fiction*, Chapter Eight: “Call Me Ishamel: Point of View”; Chapter One: “Whatever Works.”

Assignment: Prospectus (a brief, one to two paragraph description of your first story project)

Week Three

Showing vs. Telling

Reading: Chapter Two: “Seeing is Believing.”

First Rough Draft Due

Workshop

Submit Learning Journals

Week Four

Revisions (#1)

Workshop

Reading: TBA

Week Five

Final Draft (#1) Due

Reading: TBA

Week Six

Rough Draft Due (#2)

Workshop

Reading: TBA

Week Seven

Revisions Due (#2)

Workshop

Reading: TBA

Week Eight

Final Draft (#2)

Readings: TBA

Submit Learning Journals

Week Nine

Rough Draft #3

Workshop

Readings: TBA

Week Ten

Revisions (#3)

Workshop

Reading: TBA

Week Eleven

Final Draft (#3)

Reading: TBA

Week Twelve

Rough Draft #4

Workshop

Reading: TBA

Submit Learning Journals

Week Thirteen

Revisions #4

Workshop

Reading: TBA

Week Fourteen

Final Draft (#4)

Reading: TBA

Week Fifteen

The State of Publishing Today

Preparation of Final Portfolio

Reading: Postscript on the Name of the Rose

Week Sixteen

Notes from a Novelist's Career

Preparation and Submission of Final Portfolio (including Learning Journals)

Reading: Postscript on the Name of the Rose