

WRITING 1000G THE WRITERS' STUDIO – 2021

SECTION: .650

EMAIL: cmanley2@uwo.ca

PROFESSOR: Claudia B. Manley

OFFICE HOURS: Zoom office hour on Thursdays from 3-4pm (link provided on Owl) or scheduled via email; please allow 24 hours for response

DESCRIPTION

Students are introduced to the creative process of writing through in-class exercises, peer workshop, analysis of creative texts, journaling, essay writing, and a review of grammar, mechanics, and composition. Students learn strategies for idea generation in a variety of genres (poetry, fiction, nonfiction, screenwriting), composing a first draft, approaching revision, and effective editing and proofreading techniques.

LEARNING OBJECTIVES

Upon successful completion of this course, students will have demonstrated the ability to

1. identify the fundamental elements of creative and essay writing;
2. generate ideas in a variety of genres: poetry, fiction, creative non-fiction, drama/screenwriting, and essay writing;
3. analyze and respond critically to published writing and the work of their peers;
4. identify and correct errors in composition, grammar, and mechanics; and
5. incorporate feedback into revisions.

REQUIRED TEXTBOOKS

1. Imaginative Writing: The Elements of Craft 4th Edition Penguin Academics Series by Janet Burroway, 2014 (available at The Bookstore at Western)
2. The Canadian Writer's Handbook: Essentials Edition, Oxford University Press, 2012 (available at The Bookstore at Western)

COURSE REQUIREMENTS

Method of Evaluation	Grade Value	Deadline
Mid-term Portfolio	30%	Week 5 October 8
Narrative Assignment Proposal & Presentation	15%	Weeks 9 to 11 November 8 - 26
Narrative Assignment (Final Draft with Revision Notes)	35%	Week 13 December 8
Exam	20%	TBA
Total	100%	

EXAM

The exam will test the skills that you have developed over the course of the semester in terms of your writing ability (purpose, coherence, cohesion, style, and grammar) and your understanding of the fundamental elements of creative writing as discussed in class and in course readings.

Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Diversity & Inclusion Statement

It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. **It is critical that each class member show respect for all worldviews expressed in class. The use of racist or any language that works against the values of Equity, Diversity, and Inclusion will not be tolerated.**

It is expected that some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.

3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

ATTENDANCE POLICIES

Attendance at class is required to improve as a writer. Here is the Writing Studies attendance policy in this class:

- You may miss up to three hours (the equivalent of one week of class) of class meetings during the term without explanation. That means that the first three class hours you miss will be recorded as absences but *excused provided you don't miss any more*.
- However, if you miss a total of four to nine class hours (the equivalent of up to three full weeks of class), your final grade will be reduced by 10% (e.g. an earned final grade of 80% will be reported as a final grade of 72).
- If you miss a total of more than nine hours of class meetings (the equivalent of more than three weeks of class meetings) your final grade will be reduced by 15% (e.g. an earned final grade of 80% will be reported as a final grade of 68).

This policy will only be waived for medical or compassionate reasons. If you have good reasons for waiving an absence of one class meeting, discuss these with your instructor within one week of that absence. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty, who may require documentation. That advisor may then contact all of your instructors. See also: '**Medical Accommodation Policy**' below.

Note: a class meeting missed in order to write a test, exam, or other form of 'make-up class' in another course will count as non-attendance, and will attract penalties as defined above if applicable. Instructors at Western shall not require a student to write a make-up test or similar at times which conflict with that student's other scheduled class times. If you are asked or 'required' to do this, you should immediately contact an academic counsellor in your Dean's office. If you elect to miss a class in order to write such a test, that is your choice; your absence will not be excused.

Attendance also extends to tardiness. If you are more than 20 minutes late, you will be penalized an hour of attendance. Please make every effort to be on time as late entry can disrupt the flow of discussion in our class. Early departures from class, which have not been previously arranged with the instructor, will also be counted as an absence. If you leave during the break, you will be docked an hour of attendance.

Submitting Assignments

Assignments are due online on the date specified on the schedule. **Late essays will be penalized a full letter grade per day** unless your instructor has granted you an extension beforehand. You must apply for extensions ahead of the due date and provide a suitable reason; they are not automatic.

Keep copies of all assignments submitted.

When submitting assignments on Owl, please title your papers thusly: Last Name_Essay # (for example, Manley_2).

Communication

All students are required to have an active UWO e-mail account and to check it regularly between class meetings. It is the primary way that I communicate with you outside of class. There will be no accommodations made for students who miss assignments or important messages because their UWO account is full and not receiving new e-mails. You are also to have a working knowledge of our Owl website. There will be required online discussions assigned throughout the semester.

Students should also carefully consider how they address me via email as well as the content of said email. While we may engender an informal community in class, email is a mode of professional communication and should be treated that way. Therefore, addressing me as "Yo, Teach!" should be recognized as inappropriate. Please read this post on proper email etiquette: medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afcf64ae0e4087#.oaxpj163i

Please note that I only check my UWO e-mail Monday through Thursdays (10am – 6pm), and it may take up to 24 hours to receive a response. I will neither be reading nor responding to e-mail on Fridays, Saturdays, or Sundays.

Scholastic Offences, including Plagiarism

The University Senate requires the following statements, and Web site references, to appear on course outlines:

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Prerequisites

The University Senate requires the following statement to appear on course outlines:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

The prerequisite for registration in this course is a) a final grade of 65 or more in one of Writing 2101, 2121, 2111, or 2131, or b) a final grade of 70 or more in Writing 1000F/G or Writing 1030F, or c) Special Permission of the department.

Academic Accommodation and Consideration

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors by email within 24 hours of the end of the period of the self-reported absence. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing (email), prior to the holiday, to the Instructor and an Academic

Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Special Requests (Special Examinations, Incomplete Standing, Aegrotat Standing)

Please refer to the "Information for All Students in a Writing Course" for more detailed information. Briefly, remember that your instructor does not have the discretion to initiate, consider, or grant (or not) such requests; you must go directly to the Dean's office of your home faculty.

Students who are in emotional/mental distress should refer to MentalHealth@Western: (<https://www.uwo.ca/health/psych/index.html>) for a complete list of options about how to obtain help.

Support Services

Registrarial Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

CLASS MEETING SCHEDULE

DATE	MEETING FOCUS	READINGS (SUBJECT TO CHANGE – CHECK OWL)
WEEK 1 Sept. 8 - 10	Introduction to course Read Syllabus and Introduce Yourself	Pick up textbooks from the bookstore
WEEK 2 Sept. 13 - 17	Image Poem Workshop <u>Grammar</u> : <i>Subject and Verb Identification Review</i>	<u>Textbook Readings</u> : <i>Imaginative Writing</i> : "Image," p. 15-27 and "Poetry," p. 297-327 and <i>The Canadian Writer's Handbook</i> , "Paragraphs," p. 16-27 <u>OWL Handouts</u> : Parts of Speech, Subject and Verbs, Workshop Etiquette, Reading Image Poems
WEEK 3 Sept. 20- 24	Setting Workshop Giving and Receiving Feedback <u>Grammar</u> : <i>Fragments</i>	<u>Textbook Readings</u> : <i>Imaginative Writing</i> : "Setting," p. 135-165 and <i>The Canadian Writer's Handbook</i> : "Fragments," p. 49 <u>OWL Handouts</u> : Fragments
WEEK 4 Sept. 27- Oct. 1	Discuss "A Plague of Tics" In class writing exercise: The Photograph <u>Grammar</u> : <i>Run-on Sentences</i>	<i>Imaginative Writing</i> : "Creative Nonfiction," p. 225-255 and <i>The Canadian Writer's Handbook</i> : "Comma Splices" and "Run-ons," p. 49-50 <u>OWL Handouts</u> : Run-on Sentences, "A Plague of Tics" by David Sedaris (audio), Recommended Readings (Links)
WEEK 5 Oct. 4 - 8	Mid-Term Portfolio (30%) In-class Dialogue Exercise	<u>Textbook Readings</u> : <i>Imaginative Writing</i> : "Voice," p. 47-61, "Drama," p. 328-367 <u>OWL Handouts</u> : Point of View (PDF), <u>Online Readings</u> : TBD
WEEK 6 (Thanksgiving Oct. 11) Oct. 12 - 15	Sign up for proposal presentations Listen in class & discuss: The Man in the Well" by Ira Sher (from <i>This American Life</i>) Discuss: "Snap" by Emi Benn <u>Mechanics</u> : <i>Commas</i>	<u>Textbook Readings</u> : <i>Imaginative Writing</i> : "Story," p. 166-175, "Character," p. 94-109, and <i>The Canadian Writer's Handbook</i> : "The Comma." p. 150-158 <u>Online Readings</u> : Dialogue (PDF) and "Snap" by Emi Benn
WEEK 7 Oct. 18 - 22	Discuss films: TBA Writing Prompt: Fear	<u>Textbook Readings</u> : <i>Imaginative Writing</i> : "Fiction," p. 259-294" <u>Online Short Films</u> : TBA
WEEK 8 Oct. 25 - 29	Writing prompt and small group workshops on narrative ideas	<u>Recommended Readings</u> : "Kirsty 22" by Naben Ruthnum and "Road Pizza" by Melissa Kuipers
Nov. 1 - 5	Winter Reading Break	
WEEK 9 Nov. 8 - 12	Narrative Presentations (15%)	

WEEK 10 Nov. 15 - 19	Narrative Presentations (15%) Discuss: "Difficult People"	<u>Textbook Readings:</u> <i>Imaginative Writing</i> : "Developing a Draft to Research," p. 195-202 <u>Online Readings:</u> "Difficult People" by Catronia Wright (link) and "Girl" by Jamaica Kincaid
WEEK 11 Nov. 22 - 26	Narrative Presentations (15%) <u>Mechanics:</u> <i>Apostrophes, Semicolons, Colons, Dashes, Parentheses</i>	<u>Textbook Readings:</u> <i>The Canadian Writer's Handbook</i> : "The Essentials of Punctuation," p. 158-179
WEEK 12 Nov. 29 – Dec. 3	Narrative Draft Workshop (small groups)	<u>Textbook Readings:</u> <i>Imaginative Writing</i> : "Revision," p. 203-206 and "Editing," p. 207-208 and <i>The Canadian Writer's Handbook</i> : "Revising, Editing, and Proofreading," p. 14-16 <u>Online Readings:</u> "Tips for Writing a Formal Critique" Bring draft for workshop (penalty on final for no draft)
WEEK 13 Week 13 Dec. 6 - 8	Narrative Assignment Final (35%) Writing Resources Exam Review	Exam Template <u>Online Reading:</u> "Advice for Sending Your Work to Literary Journals" by Kathryn Mockler