

The attached syllabus must clearly reflect the following basic elements for each course:

- 1. Course title and number
- 2. Prerequisites
- 3. Course description
- 4. Learning objectives
- 5. Instructional methods
- 6. Assessment methods
- 7. Texts and materials
- 8. Contact information
- 9. Course schedule
- 10. Instructor information
- 11. Course evaluation
- 12. Course approval
- 13. Course revision
- 14. Course cancellation
- 15. Course completion
- 16. Course transfer
- 17. Course credit
- 18. Course grade
- 19. Course transcript
- 20. Course record

1. The course title and number must be clearly stated at the beginning of the syllabus. The title should be descriptive and concise, and the number should be consistent with the institution's numbering system.

2. Prerequisites should be listed and clearly defined, including any corequisites. This information is essential for students to understand the requirements for enrolling in the course.

3. The course description should provide a brief overview of the course content, including the major topics and themes. It should be written in a clear and concise manner, using simple and direct language.

4. Learning objectives should be clearly stated and measurable. They should describe the knowledge, skills, and attitudes that students are expected to acquire by the end of the course.

5. Instructional methods should be clearly defined and described, including the types of activities and assignments that will be used to deliver the course content. This information is important for students to understand the format and structure of the course.

6. Assessment methods should be clearly defined and described, including the types of tests, quizzes, and assignments that will be used to evaluate student learning. This information is important for students to understand the requirements for success in the course.

7. Texts and materials should be clearly listed and described, including any textbooks, articles, and other resources that will be used in the course. This information is important for students to understand the materials they will need to purchase and use.

8. Contact information should be clearly provided, including the instructor's name, email address, and phone number. This information is important for students to reach out to the instructor if they have any questions or concerns.

9. The course schedule should be clearly provided, including the dates and times of the course. This information is important for students to understand the timing and duration of the course.

10. Instructor information should be clearly provided, including the instructor's name, title, and contact information. This information is important for students to know who is teaching the course.

11. Course evaluation should be clearly provided, including the methods and timing of the evaluation. This information is important for students to understand how their feedback will be used to improve the course.

12. Course approval should be clearly provided, including the name and title of the approving official. This information is important for students to understand the official approval of the course.

13. Course revision should be clearly provided, including the methods and timing of the revision. This information is important for students to understand how the course will be updated and improved.

14. Course cancellation should be clearly provided, including the methods and timing of the cancellation. This information is important for students to understand the process for canceling the course.

15. Course completion should be clearly provided, including the methods and timing of the completion. This information is important for students to understand how to successfully complete the course.

16. Course transfer should be clearly provided, including the methods and timing of the transfer. This information is important for students to understand how to transfer credits from one institution to another.

17. Course credit should be clearly provided, including the methods and timing of the credit. This information is important for students to understand how to earn credit for the course.

18. Course grade should be clearly provided, including the methods and timing of the grade. This information is important for students to understand how their performance in the course will be evaluated.

19. Course transcript should be clearly provided, including the methods and timing of the transcript. This information is important for students to understand how their course work will be recorded and reported.

20. Course record should be clearly provided, including the methods and timing of the record. This information is important for students to understand how their course work will be stored and maintained.

ENGL F3xx Intermediate Creative Writing: Creative Nonfiction



ENGL F111X; ENGL F211X or ENGL F213X; ENGL 271; or permission of iTw 3.207fk22

Course Goals

By the end of the semester, you will have developed the skills necessary to develop nonfiction project ideas, generate new essays in a variety of forms, revise and edit the texts you create, and respond critically to professional and peer writing. You will also leave with a deeper understanding of the publishing business.

Required Texts

The Truth of the Matter, by Dinty Moore



There will be a variety of handouts throughout the semester. It's a good idea to keep a portfolio or file of some kind to help organize these handouts.

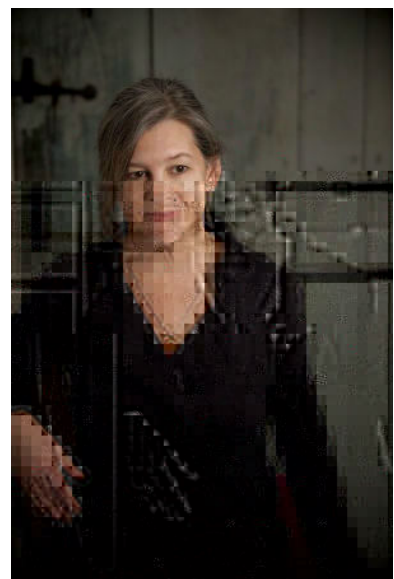
Other Materials

A personal journal

Also: plan to spend up to \$20 for photocopying drafts

Instructional Methods

The class will consist of in-class discussion of assigned reading, writing exercises, craft lectures, and small peer workshop.



As a writer you have to notice everything, from the bars of hotel soap that are suspiciously Saran-wrapped to the sad lack of monkeys on the bed, to the way the

Texas light at dusk is like steeping tea, (an image taken from Christian Wiman's "The Limit"). That metaphorical meaning is what separates art from the rest of writing.

-- Jo Ann Beard

Evaluation and Grading

Grading:

Your grade will be broken down as follows:

Assignment	%	Points
Writing Exercises (10 @ 1.5 each)	15%	150
Essay 1	15%	150
Essay 2	15%	150
Essay 3	15%	150
Essay 4	15%	150
Final Polished essay	20%	150
Final Public Reading	5%	100
Total	100%	1000

Writing Exercises (15%) [A]

Writing exercises are for the writer what scales are for the musician--a way to practice, and to perfect technique. The exercises assigned for this class will be pulled directly from the writing prompts at the end of the chapters in the Dinty Moore book *The Truth of the Matter*. These prompts will help you to develop a storehouse of ideas and materials for the essays you will be asked to write, and for potential future writing after this class ends.

Essay Projects (4 @ 15% each) [A] [B]

Each student will turn in three polished essays. These projects will be developed and revised and should be clean polished drafts with no grammatical errors. They should also demonstrate some of the elements of writing that we discuss in class. I will grade these using a rubric which evaluates grammar, content, depth, syntax, sentence fluency, etc. You will not be downgraded for taking risks, and it is not a matter of whether I like or dislike the essay. As writing students, you are all competent



Writing Workshop

Workshop Process [D]

Please note that workshop pieces are due the class period before the workshop. On the class period before the workshop, all work will be distributed for the rest of us to take home, read and write our peer responses. If you would like for me to make copies of your work to distribute, I am happy to do so, but you must get the piece to me **NO LATER THAN 3:00 PM** on the day before it is due.

A Note on Workshop Etiquette

There's no way around it, workshops sting. Peers are discussing work that you have struggled over, and sometimes their responses are less than complimentary. Listen, learn, and keep an open mind. Discard those comments that are of no use to you. But remember that your classmates have been asked to respond to your work, and are merely trying to be helpful. On the other side, this is an open forum, where all should feel free to offer critiques that are honest. Less than honest evaluations don't help the writer. However, work to coat the language you use in ways that remain constructive, and are dictated always by how you feel you can most help the author of the work. Inappropriate or mean-spiritedness will not be tolerated. Please keep in mind that in nonfiction, we are not only discussing writing, but actual lives.

UAF Sponsored Readings (or, otherwise put: EXTRA CREDIT)

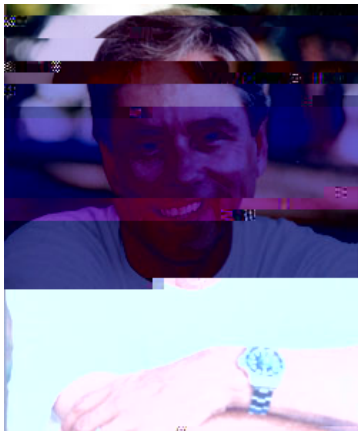
Please plan to attend as many of the UAF readings this

In addition, I (and I imagine many of you) find late arrivals disruptive. Please make every effort to be on time. **Participation** means coming to class prepared, having completed and read all assignments, and contributing informed thoughts, ideas and critiques. I reserve the right to lower your grade for any of the following:

- Leaving early or arriving late
- Not participating in

A Final Note

Carl Hiassen writes: “



F Jan 23

