

English 250 – Creative Writing

Basic Course Information

Semester:	Fall 2017	Instructor:	James David Patterson, PhD
Course #:	ENGL 250	Email:	james.patterson@imperial.edu
CRN #:	10291	Webpage:	http://faculty.imperial.edu/james.patterson
Classroom:	304A	Office #:	406
Class Days:	Wednesday	Office Hours:	Monday through Thursday 2:00-3:00 p.m.
Class Times:	6:00-9:10 p.m.	Office Phone #:	760.355.6486
Units:	3 units		

Course Description

This course covers the study and application of the principles of literary construction plus exercises in writing of imaginative literature, including short story, poetry, and writing for the stage and screen. The student will be expected to attempt all genres of imaginative writing. The student may elect to specialize in one of the genres in order to achieve maximum progress.

Course Objectives

To ensure satisfactory completion of the course, the student will:

1. Distinguish and explain principles of writing in the short story, drama, poetry, and essay.
2. Demonstrate the ability to recognize and interpret styles and techniques in all genres and to practice these in their own writing.
3. Criticize his/her own work and the work of others by identifying and analyzing principles of style and structure in all genres.
4. Distinguish among various opportunities for publication including contests, literary journals and other media, applying this information to their own work by writing a query letter and preparing manuscripts for submission.
5. Collect and organize a representative compilation of his/her own works for inclusion in a creative writing anthology.

Student Learning Outcomes

Upon successful course completion, the student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Compose a short story with adequate development of plot, theme, and character development, with properly formatted dialogue, description, and literary devices.
2. Compose a short poem with demonstrated understanding of line length, alliteration, assonance, rhyme, meter, imagery, symbolism, and metaphor.
3. Proofread, edit, analyze, and critique fellow students' stories and poems based on their mastery of the appropriate elements as described above.

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Textbooks & Course Requirements

Roney, Lisa. *Serious Daring: Creative Writing in Four Genres*. Oxford UP, 2015.
ISBN: 9780199941629

Greenwood: Season Two. Edited by James David Patterson. Glenn Paul Press, 2017.
ISBN: 978-0-692-89720-1

- The student will need access to her/his IVC email account, WebSTAR, and Blackboard. The student is expected to check her/his IVC email account daily. Specific instructions and assignments will be available only through the Blackboard system.
- In addition, the student is expected to have a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.

Think. Write. Think again. Re-write.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Individual Portfolio:

Cover Letter:	addressed to legitimate publication (10 pts)
Poetry Project:	Sonnet, Villanelle, a 16-line Pantoum, and free verse (40 pts)
Drama Project:	10-minute play (25 pts)
Fiction Project:	Short story (1,000-1,200 words = 40 pts)
Reflection:	Nonfiction Essay (500-750 words = 25 pts)

Literary Criticism: (20 pts each)

Analysis of a Poem is due at the beginning of class on September 13. The student must select a published poem from the Greenwood: Season Two anthology of at least 30 lines, if free verse, or a Sonnet or Pantoum. The poem should be analyzed for line length, imagery, symbolism, metaphor, and/or personification, or other tropes and schemes. The analysis must be typed in MLA format with Works Cited, a minimum of 350 words and no more than 600 words. The analysis should culminate in a suggested improvement in the poem.

Analysis of a 10-minute Play is due at the beginning of class on October 18. The student must select a drama from the Greenwood: Season Two anthology. The drama should be analyzed for exposition, inciting incident, complication(s), and climax/denouement. The analysis must be typed in MLA format with Works Cited. The analysis should culminate in a suggested improvement in the play.

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Comparison/Contrast Essay is due November 8. The student will explain and provide examples of the differences in writing poetry, drama, and fiction. The essay must be typed in MLA format with Works Cited. This paper should include research from 3 sources.

Collaborative Writing Project: Collaboration (40 pts)
 Character development (20 pts)
 Story development (20 pts)
 Script development & submission (40 pts)

Script Development *expectations:*
 Each student will submit his or her episode in script format.

Season One:
 The average length of each script was 6,150 words.

Season Two:
 The average length of each script was 4,006 words.

Season Three:
 Each script should contain a minimum of **3,300** words and a maximum of **6,000** words.

Required for a Passing Grade of C: 240 points

Anticipated Class Schedule/Calendar

Date	Topic	Reading for Class
August 16	Introduction to Course	
August 23	Introduction to Creative Writing	Chapter 1 Episodes 1-3
August 30	Poetry, imagery & figurative language	Chapter 2 Episodes 4-6
September 6	Poetry, forms Poem Analysis paper due before class on September 13	Chapter 3 Episodes 7-9
September 13	Greenwood: Season 3 master planning	Episodes 10-12
September 20	Poetry Workshop Portfolio Poetry due before class on September 27	Chapter 4 Episodes 13-15
September 27	Drama, introduction	Chapter 8 Episodes 16-18

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October 4	Drama, plot & character	Chapter 9 Episodes 19-21
October 11	Drama, formats for stage and screen Drama Analysis paper due before class on October 18	Chapter 11 Episodes 22-25
October 18	Drama, writing for television Portfolio Ten-Minute Play due before class on November 1	Chapter 12
October 25	Fiction, introduction	Chapter 7
November 1	Fiction, genres Comparison-Contrast Essay due before class on November 8.	Chapter 10
November 8	YA Fiction Workshop (<i>instructor absence</i>) Portfolio Short Story due before class on November 15	Chapter 14
November 15	Workshops and Seminars [Portfolio preparation] Portfolio Cover Letter and Reflection due before class on November 29	Chapter 15
November 29	Contests and Publishing [Portfolio preparation] Literary Agents	Chapter 16
December 6	Final Production Meeting for Anthology	Portfolios due

Copyright, Intellectual Property Rights, and the Course Anthology

Imperial Community College District
Administrative Procedure 3715: Intellectual Property

Student Intellectual Property Rights

District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the District: (1) intellectual property created to meet course requirements using college or District resources, and (2) intellectual property created using resources available to the public. Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

Modification of Ownership Rights

[...]

Assignment of Rights; When the conditions outlined in the sections on employee intellectual property rights or student intellectual property are met, ownership will reside with the employee or student responsible for creating the intellectual property. In these circumstances,

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the creator may pursue intellectual property protection, marketing, and licensing activities without involving the District. If such a decision is made, the creator is entitled to all revenues received.

Any person may agree to assign some or all of his or her intellectual property rights to the District. In the event the creator offers to share or assign intellectual property rights in the creation to the District, the District may support and finance application for intellectual property protection (trademark, patent, or copyright) or it may enter into an agreement for other exploitation of the work, including management, development and commercialization of the property under terms and conditions as may be agreeable to the parties. After evaluating the creator's offer, the District may or may not decide to become involved in a joint investment agreement. A negative response from the District will be communicated in writing to the creator. An affirmative response from the District will be summarized as an offer to enter into a written contract. If the creator accepts the District's proposed contract, any revenues received from commercialized of the intellectual property will be distributed as defined in the contract.

It is the intention of the instructor, Dr. James Patterson, to publish the class anthology in early 2018. One (1) copy of the anthology shall be delivered to each student who has contributed to the anthology insofar as the student provides Dr. James Patterson with a valid and reliable mailing address or agrees to meet Dr. James Patterson on the campus of Imperial Valley College for the personal delivery of the copies.

Dr. James Patterson will bear the costs of the initial printing of no more than one hundred (100) copies of the anthology. After delivering the one (1) copy to each student who contributed to the anthology, Dr. James Patterson reserves the right to sell any and all remaining copies to recoup some or all of the printing costs.

In the event the sale of the anthology exceeds the cost of printing, any remaining profits shall be donated to the IVC Foundation for their general scholarship fund.

Attendance

- A student who fails to attend the first meeting of a class will be dropped by the instructor on the Opening Day Roster. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceeds the number of hours the class is scheduled to meet per week may be dropped. However, Dr. Patterson only drops students on the Opening Day Roster and on the Census Roster. It is the student's responsibility to withdraw officially from the course.
- The deadline to drop with 'W' is 4 **November 2017**.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

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Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices may be used during class.
- ~~Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception.~~ Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Generally speaking, any three or more words in sequence from a source is a quotation needing a full and correct reference in addition to quotation marks. For this class, there is no difference between accidental and intentional plagiarism.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

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Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

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Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need,

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Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.