

## Writing in the Primary Genre III

**Student:** Moira Gentry

**Faculty Member:** Jane Cleland

**Course Number:** WRT-577

**Section Number:** 41317

**Semester and Year:** Spring 2017

**Credit Hours:** 4

**Subtitle for Course:** Puzzling Out the Cozy

**Course Description:** The student will work on the first draft of her novel, considering the teacher's edits and advice to determining whether and how to rewrite scenes.

### Requirements:

- The student will submit her version of *Jane's Plotting Roadmap* for her mystery novel.
- The student will write approximately 10 pages a week of her mystery novel for nine of the semester's weeks.
- The student will read a minimum of five books, as listed in the reading list below. For each book, she will complete a 500-word paper addressing three things she learned from the book that will inform her writing, including specific examples.
- The student will write a final self-assessment paper of no more than 500 words at the conclusion of the semester.

### Evaluation:

1. Written responses from the faculty member to submitted work.
2. Informal email and telephone conversations as deemed necessary by the student or faculty member.
3. Evaluation at the end of course with course grade.

### Reading list:

1. Lamott, Ann, Jane. *Bird by Bird*. New York: First Anchor Books, 1994. Kindle.
2. Penny, Louise. *Still Life*. New York: St. Martin's Press, 2005. Kindle.
3. MacRae, Molly. *Plaid and Plagiarism*. New York: Pegasus Books, 2016. Kindle.
4. Hart, Carolyn G. *Death on Demand*. New York: Bantam Crime Line, 1987. Kindle.
5. Buzzelli, Elizabeth Kane. *A Most Curious Murder*. New York: Crooked Lane Books, 2015. Kindle.

**Interactions:** The student will email her work to the faculty member according to the following schedule; the faculty member will review it and return comments to the student, and they will discuss the critique comments and any additional topics in telephone conversations or via email as required.

## Schedule

Week	Assignment	Due Date
0	Writing Assignment (1): <i>Jane's Plotting Roadmap</i> for student's novel	Jan 23
1	Response # 1: <i>Bird by Bird</i>	Jan 26
2	Writing Assignment (2): student's novel	Feb 2
3	Response # 2: <i>Still Life</i>	Feb 9
4	Writing Assignment (3): student's novel	Feb 16
5	Response #3: <i>Plaid and Plagiarism</i>	Feb 23
6	Writing Assignment (4): student's novel	March 2
7	Response #4: <i>Death on Demand</i>	March 9
8	Writing Assignment (5): student's novel	March 16
9	Writing Assignment (6): student's novel	March 23
10	Response #5: <i>A Most Curious Murder</i>	March 30
11	Writing Assignment (7): student's novel	April 6
12	Writing Assignment (8): student's novel	April 13
13	Writing Assignment (9): student's novel	April 20
14	Writing Assignment (10): student's novel	April 27
15	Final Writing Assignment: self-assessment	May 4

## Learning Outcomes:

1. Learning the discipline of daily writing
2. Mastering plot twists
3. Structuring a page-turner
4. Creating suspense

## Plagiarism

Plagiarism and other forms of academic dishonesty are serious academic offenses and will be treated as such in this course. Please familiarize yourself with the university's policy on plagiarism in your academic catalogue and/or student handbook. Plagiarism is the use of another writer's words or ideas without acknowledgment of their source. The penalty for plagiarism will be course failure and will be reported to the appropriate Dean(s) and other university officials.

## Department of Writing, Linguistics, and Creative Process Policy on Academic Honesty

The Department of Writing, Linguistics, and Creative Process follows the University guidelines regarding academic honesty and issues of plagiarism, which are available in the catalog on the University website at <https://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/>.

In the specific context of writing, we highlight some particular problems with plagiarism. Plagiarism violations include:

- Submitting material that is not one's own.
- Using material – words and/or ideas – directly from a source without proper citation and attribution.
- Submitting a project written for one course, past or present, as new material in another course without the explicit permission of the instructor.

In accordance with University policy, plagiarism on an assignment may be grounds for failing the course and the filing of an Academic Dishonesty Report, which will escalate the situation to higher administrative decisions.

We encourage students to speak with us openly and honestly regarding any questions surrounding academic honesty and plagiarism.

### **Accommodations**

Any student who needs accommodations of any kind to complete this course may make arrangement through AccessAbility Services, <http://www.wcsu.edu/accessability/>, (203) 837-8225.

## Writing III in the Primary Genre

**Student:** Melissa Gordon

**Faculty Member:** Brian Clements

**Course Number:** WRT577

**Semester and Year:** Fall 2014

**Credit Hours:** 4

**Subtitle for Course:** From Physics to Sappho: Write without deceit, write so the reader trusts you

**Course Description:** The student will use a combination of readings in physics and poetry to begin adding content to the thesis project.

During the semester, the student will complete 20-30 poems to be used for her thesis, a book length poetry collection. She will also solidify the structure of her thesis book. Throughout the semester, the student expects to continually produce both new work and revisions of submitted work based on conversations with and feedback from the mentor.

Every other Tuesday, the student will submit a packet via email which will include: 1 poem based on an assignment from the mentor, at least 3 other original poems, and a journal entry of thoughts based on the reading. The journal reflection will include how the reading has impacted the student's writing. The student and mentor will meet in person or via phone on subsequent alternate Mondays to discuss the mentor's feedback on submissions. Additionally, in the middle and the end of the semester, the student will submit a packet of revised poems, based on mentor feedback and revisions by the student.

The reading will consist of: books on physics, books from poets who include science in their content, and books from poets intended to inspire the unconscious.

Additional goals for the end of the semester:

1. Create an outline of the thesis book including an overview, title, sections, and overall sketch of where the project is and next steps.
2. Submit a copy of the running bibliography of books to be used for the thesis.
3. Get rid of abstractions, they don't inspire trust from the reader.

**Requirements/Assignments:**

1. Every other week reading assignment
2. Every other week new poem submission
3. Every other week assigned exercise
4. 20-30 completed poems by the end of the semester
5. 2 packets of revised poems

Book	Date Due	Written Assignment
<u>Cascadia</u> By Brenda Hillman	Tuesday, September 2	3 new poems 1 poem from exercise Journal reflection

<u>The Feeling of What Happens</u> By Antonio Damasio	Tuesday, September 16	3 new poems 1 poem from exercise Journal reflection
<u>The Dream Songs</u> By John Berryman	Tuesday, September 30	3 new poems 1 poem from exercise Journal reflection
<u>Pieces of Air in the Epic</u> By Brenda Hillman	Tuesday, October 14	3 new poems 1 poem from exercise Journal reflection
<u>Felt</u> By Alice Fulton	Tuesday, October 28	1 poem from exercise Journal reflection Packet of revised poems
Pieces of both <u>The Elegant Universe,</u> <u>The Hidden Reality</u> By Brian Greene	Tuesday, November 11	3 new poems 1 poem from exercise Journal reflection
<u>Practical Water</u> By Brenda Hillman	Tuesday, November 25	3 new poems 1 poem from exercise Journal reflection
<u>Seasonal Works With Letters On Fire</u> By Brenda Hillman	December 9	1 poem from exercise Packet of revised poems
	December 12	Outline of thesis project Bibliography Packet of all poems

First exercise, due September 2, is to write a poem in conversational tone about a scientific topic (Higgs boson, gravity, ozone layer, genetic manipulation of food, whatever) using NO abstract nouns. Not. A. Single. One.

**Evaluation:** Mentor and student will meet in person or by phone on alternate Mondays to discuss the previous week's submission. Final grade will be determined by:

50% Successful and on-time completion of all assignments (Doing the work)

25% Engagement in the course material as evidenced in responses and discussion with mentor (Doing the work thoughtfully)

25% Absorption of the material in useful and innovative ways for the student's own work (Doing the work with purpose)

**Interactions:** The student will send assignments to the mentor every other Tuesday. The student and mentor will either meet or speak via phone every other week to discuss the readings and poem submissions.

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## **Writing in the Primary Genre III**

**Student:** Stephanie Myers

**Faculty Member:** Karen Romano Young

**Course Number:** WRT 577-05

**Semester and Year:** Fall 2016

**Credit Hours:** 4

**Subtitle for Course:** Writing and Completing a Fantasy YA Novel

### **Course Description:**

The student will work toward finishing the initial draft of her novel and learn more about the publishing process. She will study the techniques of successful authors in her genre and examine what kind of similar methods she can implement herself. The student will also evaluate her own writing, identify areas that need improvement, and address those areas as she nears the end of her novel. In addition to writing her novel, examining the work of successful authors, and examining her own work, the student will research the publishing industry so she can be better prepared when it's time to publish her own novel.

### **Requirements:**

- Student will draft 100 new pages of her novel and submit them in 10-page increments.
- Student will write a one page email with each submission assessing her writing process for the week, describing how she felt about the experiences, identifying strengths and weaknesses in the work, etc.
- Student will read four novels in the fantasy/fractured fairy tale genres, paying particular attention to how these authors answer questions or issues that might arise in her own writing.
- For each novel, the student will write a two page report focusing on one interesting aspect of her reading for the week.
- Student will submit a “nuts and bolts” paper about the publishing industry to get her prepared to enter the writing world.
- There will be no internship, practicum, or other external arrangement associated with this course.

### **Evaluation:**

- The student will submit 10-15 page sections about every Thursday in the following sequence:
  - 9/1, 9/8, 9/15, 9/29, 10/6, 10/13, 10/27, 11/3, 11/10, 12/1

- The student will submit reports on her four readings throughout the semester in the following sequence:
  - 8/25, 9/22, 10/20, 11/17
- The student will submit a 10-page paper on the publishing industry on 12/8.
  - This paper will focus on three separate publishers or a more extensive look at just one. The student will research their current catalog and website, identify books in the catalog that are in the same genre as hers, read the submission policy, find news about the publisher, and pinpoint an editor to whom she would like to submit her book and profile this person.
- The student will submit a synopsis of the balance of the draft and how her novel is going to end on 12/12
- Instructor will provide a final grade at the end of the semester, but will keep student apprised of evaluation of work submitted.

### **Reading List:**

- *Winter* by Marissa Meyer
- *How to Hang a Witch* by Adriana Mather
- *The Shadow Queen* by C.J. Redwine
- *Reawakened* by Colleen Houk

### **Interactions:**

- Instructor and student will interact via email. Instructor may be contacted on an as-needed basis via email or phone at (203) 673-3119

### **Learning Outcomes:**

- Student will produce ten excerpts of about ten pages each for a goal of 100 pages total.
- Student will learn about her own writing through studying others and work to improve as she nears the end of her novel.
- Student will study characterization, plot, motivation, organization, etc. in order to make her characters and her story more authentic.
- The student will learn more about the publishing process to prepare her for her future as a published writer.

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## Writing in the Primary Genre III

This third required course in the primary genre will further develop the writer's skills. Again, with the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course.

**Student:** Beth Turley

**Faculty Member:** Sarah Darer Littman

**Course Number:** WRT577

**Semester and Year:** Fall 2015

**Credit Hours:** 4

**Subtitle for Course:** **The Contemporary Realistic YA Novel**

**Course Description:** The student will submit new work for her young adult novel in process as well as updates and edits for critiquing over the course of the semester. She will read literary works from award-winning young adult novelists to explore different styles and craft techniques with a view to improving her own writing.

**Requirements:** List specific requirements for completion of the course

In listing the requirements answer the following questions:

- Student will submit fictional works to complete draft of YA novel in process, approximately 30 pages per month.
- 2 page response to each novel on the reading list.

### **Evaluation:**

As MFA candidates, students are expected to submit work free from errors of grammar, usage, spelling and punctuation. Draft work and novel responses will be turned in according to the schedule below. Instructor will respond to work with feedback on both analysis and writing style within two weeks of receiving the work. While each work will not be given a letter grade, student will be given a midterm evaluation by 10/25 to let her know how she is doing grade wise.

### **Reading list :**

*Shine – Lauren Myracle*

*Please Ignore Vera Dietz – AS King*

*The Book of Love and Death – Martha Brockenbrough*

*The Impossible Knife of Memory – Laurie Halse Anderson*

## **ASSIGNMENTS:**

8/25: 10 pages of novel work  
9/1: 5-10 pages of novel work  
9/8: Response to *Shine* (2 pages)  
9/22: 15-20 pages of novel work  
9/29: 5-10 pages of novel work  
10/6: Response to *Please Ignore Vera Dietz* (2 pages)  
10/20: 15-20 pages of novel work  
10/27: 5-10 pages of novel work  
11/3: Response to *The Impossible Knife of Memory* (2 pages)  
11/17: 15-20 pages of novel work  
11/24: Thanksgiving Break  
12/1: Response to *Book of Love and Death* (2 pages)  
12/8: 10 pages of novel work  
12/15: 10-15 pages of novel work + 10 pages of revision

## **Interactions:**

Papers will be submitted by email on or before the due date. Professor will return with detailed critique and comments.

## **Learning Outcomes:**

Through her reading and analysis of several excellent books in the contemporary realistic genre, Beth will develop a sense of which styles and techniques she feels are the most effective and which she can bring to her own work in process.

Through critical feedback from mentor on novel work, Beth will work toward completion and revision of her work in process.

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