

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

ENGLISH 603.05-01

Fall 2013

COURSE TITLE: Studies in Genre: Creative Writing Pedagogy

Instructor: Robert Majzels

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Office hours: Thursday 3-4PM

Course description:

The Creative Writing Pedagogy course is open to graduate students with permission from the instructor.

This course will provide instruction and experience in Creative Writing pedagogy. We will examine ongoing discussions about methods and approaches to the teaching of writing, and seek to combine the theoretical and the practical in ways useful and applicable to students who intend to teach creative writing in the future. The course will deal with both micro and macro teaching concerns. The former will cover workshop management (elicitation and response to student writing, effective critiquing and methods of evaluation), time management (balance of information transfer, writing exercises, and workshop), pedagogical goals and development of curriculum, strategies to frame the diverse aspects of a syllabus, use of literature, textbooks and other written examples. Macro concerns will include the historical development and current place of creative writing in the academy, the place of theory and literary study in creative writing programs, alternatives to the workshop, and the job description of a creative writing instructor in the academy. Each student will be responsible for preparing a lesson plan for one or more practical elements of a creative writing course. They will also be required to prepare a seminar presentation and subsequent essay on a general issue relating to creative writing pedagogy based on the readings undertaken in the course.

READINGS:

Books:

Myers, David G.. *The Elephants Teach: Creative Writing Since 1880*.

Readings, Bill. *The University in Ruins*.

Articles:

1. Derrida, Jacques. "Where a Teaching Body Begins and How It Ends," in *Revolutionary Pedagogies*. Ed. by P.P. Trifonas. New York and London: Routledge, 2000, pp. 83-112.
2. Hanke, Bob and Alison Hearn, "Introduction: Out of the Ruins, the University to Come." *Topia Canadian Journal of Cultural Studies* 28 (Fall 2012). 11-20.
3. Polster, Claire. "Reconfiguring the Academic Dance: A Critique of Faculty's Responses to Administrative Practice in Canadian Universities." *Topia Canadian Journal of Cultural Studies* 28 (Fall 2012). 115-142.
4. Magee, Paul. "The Scholarly Affair is Self-Love." *Topia Canadian Journal of Cultural Studies* 28 (Fall 2012). 171-179.
5. Phelan, Sean. "The University, the Media and the Politics of Voice." *Topia Canadian Journal of Cultural Studies* 28 (Fall 2012). 180-187.
6. Amato, Joe, & Kassia Fleisher. "Reforming Creative Writing Pedagogy: History as Knowledge, Knowledge as Activism." *Electronic Book Review* 12 (2001).
<http://www.electronicbookreview.com/thread/endconstruction/nubby>.

7. Fenza, D.W. "Creative Writing & Its Discontents," *AWP Magazine* March/April 2000: AWP:
<http://www.awpwriter.org/magazine/writers/fenza01.htm>
8. Vanderslice, Stephanie. "The Power to Choose: The Case for the Concept-based Multigenre Creative Writing Course." *New Writing: The International Journal for the Practice and Theory of Creative.* #1, 2004:15-21.
9. Mayers, Tim. "Figuring the Future: Lore and/in Creative Writing," in Ritter, Kelly and Vanderslice, Stephanie, ed. *Can It Really Be Taught? Resisting Lore in Creative Writing Pedagogy* (Portsmouth: Boynton/Cook). 1-13.
10. Dawson, Paul. "Towards a New Poetics in Creative Writing Pedagogy," *TEXT* Vol. 7 No. 1 April 2003:
<http://www.textjournal.com.au/april03/dawson.htm>.
11. Murray, Donald M. "Unlearning to Write," in Moxley, Joseph M., ed. *Creative Writing in America: Theory and Pedagogy* (Urbana: NCTE). 103-13.
12. Freud, Sigmund. "The Dream-Work," in *Introductory Lectures on Psychoanalysis*. Trans. by James Strachey. W.W. Norton & Cie., 1964. Also in *Critical Theory*, ed. D. Latimer (HBJ Publishers, 1989), pp. 474-488.
13. Ude, Wayne. "Teaching Point of View," in Moxley, Joseph M., ed. *Creative Writing in America: Theory and Pedagogy* (Urbana: NCTE). 137-50.
14. Bernstein, Charles. "Creative Wreading: A Primer," in *Poetry and Pedagogy. The Challenge of the Contemporary*. Ed. by Retallack, Joan and Julianna Spahr. New York, N.Y.: Palgrave MacMillan, 2006, pp. 275-281.
15. Holinger, William. "Teaching Dialogue," in Moxley, Joseph M., ed. *Creative Writing in America: Theory and Pedagogy* (Urbana: NCTE). 175-9.
16. Greenberg, Susan. "An A for Effort: How Grading Policies Shape Courses," in Leahy, Anna, ed. *Power and Identity in the Creative Writing Classroom: The Authority Project*. Toronto: Multilingual Matters Ltd, 2005.

Additional materials for use in creative writing workshops will be selected by the class.

Assignments and Evaluation:

Each member of the class will present a detailed one-hour lesson plan on some aspect of practical instruction in a creative writing course (e.g. poetic lineation, poetic exercises for beginners, prose stylistics, dialogue, techniques of détournement, visual poetry, revision). Subsequent to this presentation and discussion in the class, the student will submit the lesson plan, including a brief written discussion of objectives and methodology, in a written text, or some combination of text, ppt and/or other media. This assignment will count for 40% of the final grade. Each participant will also make a presentation and lead a discussion on one or more of the assigned texts dealing with overarching pedagogical issues. Following the discussion and seminar, the student will complete a written version of her or his presentation (10-15 pages) including a list of references. This essay will count for 50% of the final grade. One of the two assignments, either the lesson plan or the essay on an overreaching pedagogical issue, is due two weeks after oral presentation, the other is due at the end of the course. All participants are expected to attend all classes, to have read the materials assigned for each class, and to make useful comments on their fellow participants' presentations.

Presentation and final essay on general issues of pedagogy of creative writing	50%
Presentation and lesson plan on some practical aspect of a course in Creative writing	40%
Participation (keeping up with readings, useful comments on other participants' presentations)	10%

Students must complete both assignments in order to receive a passing grade on the course. There is no exam in this course. Assignments submitted after the deadline will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue.

Please make every effort to take assignments directly to the instructor. If it is not possible to do so, take your assignment to SS 1152 and put it in the box provided there. Your assignment will be date-stamped and placed in the instructor's mailbox. It is your responsibility to keep a copy of all assignments in case of loss by any cause. Assignments cannot be returned by staff in the Department office.

Grading system:

All assignments will be given a numerical grade, out of 50 for the overarching pedagogical issues and out of 40 for the practical aspect of teaching creative writing. Final grades will be converted into letters and GPA according to the University of Calgary's four-point grading system for graduate students:

<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-e-1.html>

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca/graduate>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students

should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.
<http://www.ucalgary.ca/ssc/writing-support>

Follow the Department of English on Facebook & Twitter:



Academic regulations and schedules:

Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at <http://english.ucalgary.ca/node/245>. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is <http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Barbara Howe at 403 220 5484 or visit her in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact Barbara Howe at howe@ucalgary.ca to make an appointment with Dr. Jacqueline Jenkins, Graduate Program Director.

Guidelines on e-mail Etiquette:

<https://www.ucalgary.ca/it/help/articles/email/etiquette>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Academic Accommodation:

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not

eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Emergency Evacuation/Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act: <http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Contact for the Graduate Student Association: <http://gsa.ucalgary.ca/>

Contact for Students Ombudsman’s Office: <http://www.ucalgary.ca/provost/students/ombuds>

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>) "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.