ENG 466-A01 (97081): ADVANCED CREATIVE NONFICTION WRITING
Fall 2015

Instructor: Lisa Norris
Office: L and L 404 or virtual
Office Hrs: By appointment
Office phone: 509-963-1745—but email is better. I can’t check phone messages if I’m not on campus. If you wish to talk on the phone, your best bet is to email me your phone # and provide times when it’s best for me to call you.
email: NorrisL@cwu.edu

**Note: You can expect an answer to email within 24 hrs Monday-Thursday**

Skype: I am profnorris1. You will need to email me to set up a time for live chat. I am delighted to meet you face-to-face if we’re both in the same geographic location and also happy to talk with you on the phone or via Skype.

---

Writing is an exploration. You start from nothing and learn as you go.
--E.L. Doctorow

---

Course Description

Advanced Creative Nonfiction is a class designed to follow Creative Nonfiction (ENG 366). Although 366 is not a pre-requisite to the class, I recommend that you take the classes in sequence. Eng 466 offers students who have some experience in the genre more reading/writing experience in literary nonfiction. ENG 263 is a pre-requisite for the class, so some workshop experience is expected. Readings and exercises will concentrate on how to use tools of the writer’s craft including research, setting, characterization, images, sensory details, structure, voice, tension, leaps and point of view. You will explore booklength works in the subgenres of memoir, personal essays, and literary journalism, as well as shorter pieces published online. You will be reading/writing constantly and revising your work for a final portfolio. Since this is a five-credit course, you can expect to work on this class for approximately 10-15 hours a week (5 “in class” hours per week plus the standard 2-3 “homework” hours per week for each credit hour). I look forward to getting to know you and reading your work!

---

Texts

- Online lectures

- Required books available in electronic or paperback versions:
• Your work to be read by your peers online

**Computer/Technology Requirements**

To succeed in this online course, obviously you need access to a computer and the Internet. You also need to be able to read Word documents (.doc or .docx) and PowerPoint slides and watch videos. QuickTime Player, which you can download for free, is a good program for opening/viewing videos. You will also be taking tests online. For the AV presentations, you will need a webcam and microphone. Many smart phones and computers already have these built in. You may use whatever recording software you would like, but I highly recommend Panopto, which is available on the Canvas site. A document explaining how to work with Panopto is given in your Course Overview materials.

Note that the Canvas site offers a number of ways to get help. Explore them by clicking on the red Help button at the top right of the page. There are user guides, a live chat option, and a telephone number you can call for support.

**Personalizing Our Classroom**

When I teach online, I miss the three-dimensional world of your presence, so to compensate for that, I would like each of you to create a representative avatar on the Canvas site. Also, I will be asking you to introduce yourself--and video introductions are certainly welcome. Further, you will be doing a couple of audio-visual presentations that may allow us to see you and hear your voice. Due to the difficulty of scheduling us all into the same time and place, all our class work will be asynchronous.

**My Response Time and Type**

My responses vary depending on the type and length of the assignments, but generally you can expect some kind of feedback within a week. For **Discussions**, generally I will use a rubric to offer a grade. and I will comment in Announcements in a general way on the discussion as a whole. I may also offer a comment or two on Discussion threads that either are exceptional or may need guidance. For **Assignments**, I will use the Speedgrader feature on Canvas to offer more detailed in-text commentary and end comments that you can use for the final drafts of the longer works. Be sure to look at the comments boxes for your assignments when you check your grades. That way, you can be sure you have seen all my feedback. **Peer Reviews** for Assignments will also provide useful feedback for your final drafts. **Quizzes** are graded automatically as soon as you're finished. The highest grade of the two attempts is the one that is averaged into your final grade for the course.

**Outcomes, Assignments and Grading**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment</th>
<th>Pertinent Assignments (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will deepen their</td>
<td>Students will be quizzed on</td>
<td>Quizzes (12)</td>
</tr>
<tr>
<td>Understanding of CNF by studying the works of selected professional writers, with sustained attention on at least one booklength work</td>
<td>the reading</td>
<td>LRVWS Response (2)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students will develop their oral presentation skills by presenting their knowledge of the craft and/or a particular CNF writer or work and/or each other’s work</td>
<td>Students will conduct a workshop and/or present info. about a CNF work or writer</td>
<td>AV presentation 1 &amp; responses (6)</td>
</tr>
<tr>
<td>Students will continue to develop research skills</td>
<td>Students will write at least one work derived from research, including interviews and/or immersion</td>
<td>Literary journalism (draft 5): researched essay (minimum 1,500 words and maximum 3,500 words). Memoir (draft 5): (including research)—min. 1,500 words and max 3,500 words</td>
</tr>
<tr>
<td>Students will develop critical skills by responding to each other’s drafts</td>
<td>Students will produce written peer reviews and discuss them in class</td>
<td>Peer Reviews (10)</td>
</tr>
<tr>
<td>Students will learn to recognize and submit their work to appropriate literary markets</td>
<td>Students will do research to locate appropriate lit. pubs., write cover letters, and prepare a précis or finished piece appropriate for consideration by a literary agent or editor</td>
<td>Marketing Assignment (part of final portfolio—see points below). &amp; Discussion on marketing (optional)</td>
</tr>
<tr>
<td>Students will learn how to articulate the effectiveness of “voice” and will learn to develop their own voices, modulating tone and experimenting with irony as appropriate</td>
<td>Students will complete exercises to develop voice, including imitation exercises</td>
<td>“Try It” exercises and responses (10)</td>
</tr>
<tr>
<td>Students will develop their revision/editing skills to</td>
<td>Students will revise and submit their work in a final</td>
<td>Drafts</td>
</tr>
</tbody>
</table>
Students will learn to perform their work. Students will be required to perform an excerpt from their original work as part of a class reading.

AV Presentation 2 (2)

TOTAL POINTS 100

“On Time” Policy

Being well organized and meeting deadlines are essential to a working writer's life, and you are a working writer for the duration of this class.

Note that the following MUST be on time, or they will not be accepted:

- **Quizzes** will always be open on Monday at 8 am and closed by Tuesday at 11:59 pm. You will have two chances at each quiz, but you will have only 30 minutes to work each time. **You may not make up any quizzes.** However, I will drop the lowest quiz score.

- **Drafts and Peer Reviews** must be on time in order for peer partners to have ample opportunities for revision before the final draft is due. **If you don’t turn in a complete draft on time meeting the minimum word count, you will receive no peer or instructor feedback, and no credit for the assignment.** Drafts and Peer Reviews are always due at 11:59 pm on the given due date.

- **AV Presentation 1** involves group work and also offers the class text for the given week, so it must be posted by 11:59 pm on the given due date.

- **Final Drafts of the Memoir and Literary Journalism pieces** must include self-assessment and highlighted revisions/explanations as explained in the assignment. **The final lit. journalism piece CANNOT be submitted late, since we are out of time at the end of the quarter.**

I offer some mercy on other assignments. Given our short timeline, and the reality that life sometimes intrudes in unforeseen ways, I will grant everyone one free “mulligan”—that is, one opportunity only for ONE late submission, for the following assignments--always due by 11:59 pm on the given due date:

- Discussion Try It Postings
- LRVWS Lit Performance Response
- FINAL (NOT drafts for peer review) version of Literary Journalism essay.
- AV Presentation 2
To receive the “mulligan,” you must write me an email requesting it, with an explanation for the lateness of the submission. **NO LATE PAPERS WHATSOEVER WILL BE ACCEPTED AFTER 11:59 PM ON DEC. 4, THE LAST DAY OF CLASS.**

**Grammar Skills**

Because students have completed Central’s English 101 and 102 (or the equivalent) or have transferred to CWU with AA degrees, grammar and usage are assumed as acquired basic skills. Keep in mind that you may have lovely ideas, but bad sentences are like dirty windows—I can’t see the ideas through the grime of bad grammar.

---

**The Learning Commons**

Tutors at The Learning Commons are available to help you with your work. See the website for further details:

http://www.cwu.edu/learning-commons/

Here is the link for online tutoring:

http://www.cwu.edu/learning-commons/online-tutoring

---

**Revision Policy**

Revision is already built into the class plan. You will receive feedback as you go, rework, revise, and turn in a finished, polished product at the end of the quarter. Due to time constraints, no other revisions are allowed.

---

**Diversity**

In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

*We all live with the objective of being happy; our lives are all different and yet the same.*—Anne Frank

To find out more about diversity, contact the Diversity Education Center at X1685 or see the website at:

www.cwu.edu/diversity
Disability Policy

Access and Accommodations: Your experience in this class is important to me. If you have already established accommodations with Disability Services (DS), please use the Disability Services Portal to notify me of your approved accommodations and contact me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DS at (509) 963-2149 ds@cwu.edu. DS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DS. It is the policy and practice of the Central Washington University to create inclusive and accessible learning environments consistent with federal and state law.

Integrity

Academic Integrity is expected of you. See the Student Code of Conduct if you are uncertain about what behaviors are considered unethical. Your work in this class should be original, unless I give you permission to work with others. Plagiarism—presenting the words of others as if they’re your own—is unethical. I may assign an F to any test, quiz or paper you turn in as your own work that is, in fact, not your own work.

Integrity is doing the right thing, even if no one is watching.—C.S. Lewis

How to Communicate With Your Instructor and Classmates

There are four ways in which you can communicate with me and several ways in which you can communicate with other students in the class.

Communicating With Your Instructor

1. Through the “Questions” Forums in “Discussions.”

   a. The first line of your post should give an idea of what the question addresses.
b. Before posting a question, please check existing forum threads to see whether your question has been previously addressed.

c. Unless I tell you otherwise, I will check the forums for new posts frequently and will usually post responses within 24 hours on those days. If you don’t see a response as soon as needed, please feel free to send me an email as well.

2. By email. Please email me if you have something to convey of a personal or sensitive nature or if you have a question that is specific to your particular work. All other questions and comments should be posted to the appropriate forums so everyone can benefit. If you do email me, you can generally expect a response within 24 hours, but there will be times, especially on weekends, when the wait time might be longer.

3. Through the web conferencing tool Skype, I will be available for web conferencing. Please set up an appointment by email to be sure we connect. I am also happy to meet with you in my Ellensburg campus office.

4. By telephone. To talk to me by phone, you must schedule an appointment by email. If you would like me to call you asap, then in your email, please provide your telephone number and times when you can be reached. You are welcome to try my office phone, but I don’t check it as frequently as I do my email, and I can’t check it when I am not on campus.

**Communicating With Your Peers**

1. *Through Discussions.* You’ll introduce yourselves to me and to each other in Discussions. I highly recommend that you do your work offline, then cut and paste into the online boxes, because if you are working online and lose your connection, you lose your work.

2. *Using Conversations on the Canvas site.* The Conversations function allows students to email each other, their group, or the entire class.

**Netiquette**

Below are some basic rules of Internet etiquette. Please follow these guidelines when posting to the forums:

- Use common courtesy and good manners.
- Proper use of grammar, sentence structure, and correct spelling is encouraged.
- Adhere to the same standards as you would for written language.
- Remember whom your audience is when posting to discussion boards, sending emails, or participating in a chat room discussion. You should behave as if you were sitting in a traditional classroom. Remember: the online classroom setting is more formal than in public forums or personal chat groups you may have used.
• Be clear and concise. Explain your ideas entirely but get quickly to the point.
• Using all capitals is the equivalent of SHOUTING and considered RUDE.
• Avoid "flaming" or attacking someone for his or her point of view. Remember that many readers, including the instructor, will read it.
• Read over what you are going to send at least once, just as you would proof read a paper you submit. Remember: once you submit your work, discussion, or email, you cannot change what you have written.
• It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea.
• Do not use acronyms -- Example ROFL (rolling of the floor laughing). Not all readers will know the meanings of these.
**THIS CALENDAR IS SUBJECT TO CHANGE DEPENDING ON OUR MUTUAL NEEDS. CHANGES WILL BE POSTED IN ANNOUNCEMENTS ON THE CANVAS SITE. PLEASE READ THE ANNOUNCEMENTS REGULARLY.**

**WEEK ONE: Introduction & CNF Place/Identity Pieces**

**W September 23:** Classes Begin  
**VIEW:** Welcome, Class Policies, Calendar, Lecture 1, Assignments  
Post your Introduction in DISCUSSIONS 1  
BEGIN READING KIDDER (complete the book by 10/26)

**Th September 24:**  
**VIEW:** “The Poem is Always in Your Hometown” by Jennifer L. Knox:  
http://atticusreview.org/the-poem-is-always-in-your-hometown/;  
READ: “Seven Women Hold a Man's Brain in Their Hands” by Jessica Hindman at  
**VIEW:** Lecture 2 (Persona and Place)  
DISCUSSIONS 2: TRY IT (Place/Identity)

**WEEK TWO: Whose Life Matters?: Subject and Leaps in CNF**

**M September 28:**  
**VIEW:** Denfeld, “On Johnny’s Knee”:  
READ: Monthly Portland article On Denfeld:  
http://www.portlandmonthlymag.com/articles
WEEK THREE: Research for Lit Journ & Memoir

M October 5: VIEW: Kidder (cont’d Intro & Part 1) Lecture 4 (Research for CNF)

T October 6: Add/Drop ends

W October 7: AV PRES BY GROUP 2 ON PRESENTATION OF RESEARCH IN “Camp” at:

http://faculty.georgetown.edu/irvinem/theory/Sontag-NotesOnCamp-1964.html

and “Poor Teeth” at


Th October 8: DISCUSSIONS 4 (Researched Piece in 3rd person)

WEEK FOUR: Humor/Perspective/Point of View in CNF

M October 12: Indigenous People's Day


VIEW: Sedaris, “the drama bug”
AV PRES BY GROUP 3 ON ALEXIE, SEDARIS
(Featuring humor and POV)

T October
13: LRVWS Rene Denfeld—(streaming and live)
noon panel on the death penalty, Museum of
Culture & Environment; 7:30 pm reading in
Wellington (SURC, CWU campus)
QUIZ 2

W October
14: VIEW: Barnes, Chpts 1-2; Sedaris,
“a plague of tics”; Lecture 5 (Approaches to
Memoir)

Th October
15: DISCUSSIONS 5 (Humorous Memoir on
Education)

WEEK FIVE: Images & Tension in CNF

M October
19: VIEW: Barnes 3; Sedaris, “True Detective”

T October
20: AV PRES BY GROUP 4 on SEDARIS, BARNES
(Featuring tension & images)

W October
21: Discussion on Denfeld (LRVWS)

Th October
22: DISCUSSIONS 6 (Images, Tension)

WEEK SIX: The Stuff of Fiction in CNF

M October
26: VIEW: Kidder (Part 2, Epilogue)
Lecture 6 (Elements of Fiction in CNF)

T October
27: QUIZ 3

W October
28:

Th October
29: DISCUSSIONS 7 (Marketing, Subject)

WEEK SEVEN: Vision & Revision in Lit Journ

M November
2:

T November
3: RESEARCHED LIT JOURN DRAFT DUE

W November
4:

Th November
5: PEER REVIEW FOR LIT JOURN DUE
WEEK EIGHT: The Wilderness of “I”: Persona in Memoir

M November 9: Poetry Slam judged by Jennifer Knox 6 pm at Brooklyn’s Pizza
T November 10: LRVWS noon Knox craft talk (streaming at noon or live in Black 151; reading w/Xavier Cavazos at 7:30 pm in SURC Theatre
W November 11: VETERANS DAY HOLIDAY
Th November 12: FINAL LIT JOURN DRAFT DUE

WEEK NINE: Structuring Memoir

M November 16: VIEW: Keep reading Barnes Chpt 4-end of book
T November 17:
W November 18: DISCUSSION on Knox/Cavazos (LRVWS)
Th November 19: DISCUSSIONS 8 (Structured Memoir Piece)

WEEK TEN: Drafting the Personal Essay/Memoir

M November 23: VIEW: Complete Barnes
T November 24: QUIZ 4

THANKSGIVING BREAK

WEEK ELEVEN: Vision & Revision for the Memoir

M November 30: RESEARCHED MEMOIR PIECE DUE
T December 1: PEER REVIEW MEMOIR DUE
W December 2:
Th December 3: FINAL AV DUE
F December 4: LAST DAY OF CLASSES; PEER RESPONSE TO FINAL AV DUE

FINAL EXAM: FINAL MEMOIR/PERSOANL ESSAY DUE by 11:59 pm on W Dec 9.