

Creative Composition

Instructors: Katherine Perry, Joshilyn Jackson
Reforming Arts, Inc.

Summer Quarter 2016
Fridays 1st Track

COURSE DESCRIPTION:

This course is designed to develop college-level skills in reading, writing, and revising for both academic writing and creative writing. This course focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. Creative Composition will guide students through the use of Modern Language Association (MLA) documentation style and presentation practice.

READINGS:

Freakonomics by Steven D. Levitt and Stephen J Dubner

The Opposite of Everyone by Joshilyn Jackson

Go Set a Watchman by Harper Lee

COURSE GOALS AND OBJECTIVES: *Upon completion of Creative Composition, students should be able to:*

- Demonstrate critical thinking skills involved in exploring, limiting, and focusing on a subject by production of a thesis statement appropriate for the assignment and the audience.
- Organize essays using planning, outlines, transitions, and support to create a supported assertion.
- Create effective introductions and conclusions to essays.
- Demonstrate understanding of reading materials through written reading responses.
- Revise written essays for logical coherence and completeness as well as appropriate rhetorical strategies, style, and diction.
- Edit essays for correct punctuation, grammar, and usage of standard American English.
- Demonstrate these research skills: correctly use bibliographic resources, use standard bibliographic form, and use appropriate note taking techniques.
- Incorporate primary and secondary sources by using paraphrases, quotations, and summaries with appropriate in-text citations and correct punctuation.

REFORMING ARTS POLICIES AND PROCEDURES

Philosophy on Education and Learning: Each Facilitator and participant is respected as both teacher and a learner. The women participating in this class are seen as experts of their own lives who will develop their own solutions to problems as they define them, not as passive participants needing to be “saved” by the facilitators.

Anti-Racism/Sexism/Classism/Ageism/Heteronormism/Ableism: Reforming Arts does not support oppression. Therefore, this curriculum is infused with ideology that recognizes the inherent dignity and equality of every person. No one is considered superior or inferior to others because of race, sex, economic class, age, religious beliefs, sexuality, physical or mental characteristics, education level, or criminal justice classification. Therefore, participants are encouraged to enter into discussions with an open mind and to listen to each other. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the class. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of this compact. Students who are found guilty of such misconduct may be subject to immediate dismissal from the class.

Lock Down

If a student misses a class because she was in lockdown, she will be required to provide Katherine and Joshilyn with a two-page explanation of how her actions contributed to being locked up before returning to class. A student who receives a DR because of violence will be removed from the roster and required to reapply to the program.

CLASS POLICIES AND PROCEDURES

Class sessions will consist of lectures, class discussions, in-class assignments, and both assigned reading and written assignments to be completed outside of class.

Attendance

- You are expected to come to every class. More than two unexcused or three excused absences will result in a participation rather than completion certificate for the class.
- If you miss class, it is **YOUR** responsibility to find out what you missed. I suggest you trade name and contact information with a class member to provide you with information on what you missed, but it is not their responsibility to get the information to you.
- **Please let me know—as soon as possible—if you will miss class.**

Missed Assignments

- Missed in-class assignments and activities **may not** be made up.
- Missed homework\written assignments due to an absence will not be made up without prior arrangements with the instructor or an excused absence (medical condition or court appearance, for example). Homework is due on the assigned date whether or not you are in class. **Late work will not be accepted.**
- Assignments are due at the beginning of class unless stated otherwise.
- The instructor may choose to create new assignments and tests for students eligible for makeup work.
- All assignments must be completed and submitted in order to receive a completion certificate.

Disability issues

If you have any form of disability or impairment and need any special assistance, please let me know at the beginning of the semester. I cannot help you if you do not talk to me. I assure you that anything you tell me in confidence will remain in confidence.

- Arrive **on time** and stay until dismissal.
- Bring your **textbook** and notebook to every class.
- Come to class **prepared** to take notes, participate in the discussion, and complete activities/assignments.
- No **sleeping** or heads on the desk.
- **Engage!** Be an active learner.
- **Be respectful of your instructor and classmates and remain open to diverse perspectives. We are all different and we are all learning!**
- Be a courteous listener and present your ideas in a way that shows respect for your colleagues.
- Read the assigned material and be prepared to participate.
- **Keep copies of all your written work.**

COURSE COMPONENTS

Reading Responses: 1.5-2 double-spaced pages of response/reaction/analysis of the reading for the week. Students should use these to cement their ideas about the texts before the class discussion.

Creative Composition: This first paper will ask you to tell a personal story about yourself. It will use first person, description, narrative, and will be 3 (double spaced) pages long.

Personal Essay: The personal essay uses an image or personal connection from *Go Set a Watchman* to illuminate a time or a place in your life where you were in or solved a life dilemma. It will use first person, description, narrative, and the primary text as evidence for a thesis. It will be 3 pages long.

Persuasive Essay: This paper will require a more in-depth discussion of the primary source, *The Opposite of Everyone*, and will convince your reader of the validity of your interpretation of the text. This paper will be 4 pages long.

Researched Essay: This paper will require at least three sources, the correct MLA documentation of those sources, and will be 5 pages in length (plus citation page). *Freakonomics* will be one of your sources.

Peer Review/Rough Drafts: Turning in rough drafts and participating in peer reviews are the best ways to see improvement in your writing. In peer reviews, we will ask you to read two other papers and answer questions about those papers. Please be honest, but do not be cruel.

Oral Presentation/Performance: Students can use any of their papers or create something new for the final performance. The presentation should work with our themes and ideas and should

give the other students in the class a glimpse into your thoughts and ideas about the theme. Each student will be asked to present for 10- 15 minutes.

Evaluation

Students will be evaluated based on the quality and effort demonstrated in the reader responses, homework, oral presentations, in-class assignments, and class discussions. Each student is encouraged to put serious and consistent effort into the class by reading slowly and often. A certificate of completion will be given to each student at the end of the quarter that has demonstrated an understanding of the materials, has turned in all assignments, and meets the attendance requirement. Certificates of completion count for 2 hours of credit within Reforming Arts' internal tally. A certificate of participation will be given to students who do not meet all requirements but shows effort. Certificates of participation do not carry any credit hours and students will be expected to repeat the course.

Course Calendar

This calendar is tentative and may be amended. You will be notified of any changes.

Date	Main Topic	Readings* Due	Assignments Due
4/22	KP: Course Introduction and Introduction to Academic Writing	<i>Academic Writer</i> Part 1	In Class Writing Assignment
4/29	KP & JJ & MM: Reading the South. Where is the Utopia? Writing a Personal Essay	Essay about UTOPIA + Essay on Cornbread	Reader Response
5/06	JJ: Peer Reviews and Revision	<i>Academic Writer</i> Part 2	Creative Composition essay
5/13	JJ & KP & AR: What is Utopic about Alabama? New York?	<i>Go Set a Watchman</i>	Revised Creative Comp+ Reader response
5/20	JJ and AR: Reading performance.	<i>Go Set a Watchman</i> + <i>Academic Writer</i> Part 3.	Personal Essay
5/27	JJ & KP: Writing your own experiences/performance pieces	<i>The Opposite of Everyone</i> part 1	Revised Personal Essay + Reader Response
6/03	JJ and AS: Opposite and Persuasive Essays, and Peer Review	<i>The Opposite of Everyone</i> Part 2	Persuasive essay
6/17	KP and AS: Opposite and revision	Performances and poems	Revised persuasive essay
7/01	JJ & KP: Reading other kinds of Utopias Writing Research Papers with MLA	<i>Freakonomics</i>	Reader Response
7/08	JJ & KP and MM: Peer Review and more on Research papers	Play <i>Alligator Tails</i>	Research paper
7/15	JJ & KP: Watch film, discuss farm Utopia, thinking about Oral Presentations	<i>The Accountant</i>	Revised Research Paper
7/22	JJ & KP: Listening		Presentation/Performance
7/29	JJ & KP: Micromemoir		

*All assigned readings are expected to be completed before class on the day we will be discussing them. Pop quizzes may be given on due dates of assigned readings before the material is covered in class. Be prepared to discuss the readings when you come to class. This schedule is tentative and subject to change.