

Writing 1000: The Writer's Studio

Section#: 650 (online only)
Winter 2024

COURSE DESCRIPTION AND OBJECTIVES

DESCRIPTION

Students are introduced to the creative process of writing through in-class exercises, peer workshop, analysis of creative texts, and a review of grammar, mechanics, and composition. Students learn strategies for idea generation in a variety of genres, composing a first draft, approaching revision, and effective editing and proofreading techniques.

LEARNING OBJECTIVES

Upon successful completion of this course, students will have demonstrated the ability to

1. identify the fundamental elements of creative writing;
2. generate ideas in a variety of genres: poetry, fiction, creative non-fiction, drama/screenwriting
3. analyze and respond critically to published writing and the work of their peers;
4. identify and correct errors in composition, grammar, and mechanics; and
5. incorporate feedback into revisions.

REQUIRED TEXTBOOKS

1. *Write Moves: A Creative Writing Guide and Anthology* by Nancy Pagh
2. *The Canadian Writer's Handbook, Third Essentials Edition*, by William E. Messenger, Jan de Bruyn, Judy Brown and Ramona Montagnes
3. *Shut Up You're Pretty*, by Téa Mutonji

ASSIGNMENTS:

Free Verse Poem (Week 3):	10%
Flash Fiction (Week 5):	15%
Flash Creative Nonfiction (Week 7):	15%
Capstone Assignment (Week 12):	40%
Exam:	20%

Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Anish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and

Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

Diversity & Inclusion Statement

It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. **It is critical that each class member show respect for all worldviews expressed in class. The use of racist or any language that works against the values of Equity, Diversity, and Inclusion will not be tolerated.**

It is expected that some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Assignment Format

All assignments should be typed and double-spaced (if you are playing with form, for example for the hybrid, then you may disregard the double-spaced requirement), using a standard font such as Times New Roman or Arial.

Submitting Assignments

Assignments are due online on the date specified on the schedule. A hard copy is expected in class on the day the assignment is due and a copy must be uploaded to our Owl site before class.

Late essays will be penalized a full letter grade per day unless your instructor has granted you an extension beforehand. You must apply for extensions ahead of the due date and provide a suitable reason; they are not automatic.

Keep copies of all assignments submitted.

When submitting assignments on Owl, please title your papers thusly: Last Name_Essay # (for example, Manley_2).

Communication

All students are required to have an active UWO e-mail account and to check it regularly between class meetings. It is the primary way that I communicate with you outside of class. There will be no accommodations made for students who miss assignments or important messages because their UWO account is full and not receiving new e-mails. You are also to have a working knowledge of our Owl website. There will be required online discussions assigned throughout the semester.

Students should also carefully consider how they address me via email as well as the content of said email. While we may engender an informal community in class, email is a mode of professional communication and should be treated that way. Therefore, addressing me as "Hey Claudia!" should be recognized as inappropriate. Please read this post on proper email etiquette: medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oaxpj163i

Please note that I only check my UWO e-mail Monday through Thursdays (10am – 6pm), and it may take up to 24 hours to receive a response. I will neither be reading nor responding to e-mail on Fridays, Saturdays, or Sundays.

If you have read this far, feel free to send me an image of your favourite flower. The first three students to do so will receive a 2-point bump on their lowest assignment grade (capstone project and final exam excluded).

Attendance policies

Attendance at class is required to improve as a writer. Here is the Writing Studies attendance policy in this class:

- You may miss up to three hours (the equivalent of one week of class) of class meetings during the term without explanation. That means that the first three class hours you miss will be recorded as absences but *excused provided you don't miss any more*.
- However, if you miss a total of four to nine class hours (the equivalent of up to three full weeks of class), your final grade will be reduced by 10% (e.g. an earned final grade of 80% will be reported as a final grade of 72).
- If you miss a total of more than nine hours of class meetings (the equivalent of more than three weeks of class meetings) your final grade will be reduced by 15% (e.g. an earned final grade of 80% will be reported as a final grade of 68). This policy will be waived only for medical or compassionate reasons. If you have good reasons for waiving an absence of one class meeting (e.g. if you've missed three hours, and need or want to miss another

class meeting) discuss these reasons with your instructor within one week of that absence. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty, who may require documentation. That advisor may then contact all of your instructors. See also: '**Medical Accommodation Policy**' below.

***Note:** Any class meeting missed in order to write a test, exam, or other form of 'make-up class' in another course **will** count as non-attendance and **will** attract penalties as defined above if applicable. Instructors at Western **shall not require** a student to write a make-up test or similar at times which conflict with that student's other scheduled class times. If you are asked or 'required' to do this, you should immediately contact an academic counsellor in your Dean's office. If you elect to miss a class in order to write such a test, that is **your** choice; your absence will not be excused.

Intellectual Property and Copyright

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course, and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor's content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

Scholastic Offences, including Plagiarism

Scholastic Offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, which can be found here: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently Western and Turnitin.com <http://www.turnitin.com>.

In this course, students are permitted to use AI tools for information gathering and preliminary research purposes only (unless otherwise indicated in the assignment instructions). These tools are intended to enhance the learning experience by providing access to diverse information sources. It is essential, however, that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize, develop, and articulate their own ideas,

arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, but students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism in any form. Note that for all assignments completed outside of class, the instructor can require you to attend an in-person interview to discuss your work before a mark is finalized. Assignments should always reflect students' own thoughts and constitute independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, supports independent inquiry, and encourages original written contributions.

(Please note that the above required statement does not rule out additional cautions by the instructor—including, perhaps, reminding students that plagiarism includes double submission of an assignment to two courses without the permission of both instructors. Above all, every instance of egregious plagiarism "with intent to deceive" must be reported to the Director of Writing Studies, in order to determine the penalty and to check for previous offences. A second offence will result in more serious penalties at the Dean's level.)

Academic Accommodation

Accommodation by Instructor for work worth less than 10% of the overall grade in a course:

Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility. A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

In arranging accommodation, instructors will use good judgement and ensure fair treatment for all students. Instructors must indicate on the course outline how they will be dealing with work worth less than 10% of the total course grade. In particular, instructors must indicate whether medical documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Academic Counselling/Dean's office, who will make the determination whether accommodation is warranted. Given the University's Official Student Record Information Privacy Policy (https://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf), **instructors may not collect medical documentation.**

Medical Accommodation Policy

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file and will be held in confidence in accordance with the University's Official Student

Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic accommodation shall be granted only where the documentation indicates that the onset, duration, and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”)

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.”

Documentation from Family Physicians/Nurse Practitioners and Walk-In Clinics

A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. An SMC can be downloaded at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Documentation from Student Health Services

At the time of illness, students should make an appointment with a physician/nurse practitioner at Student Health Services. During this appointment, request a Student Medical Certificate from the Physician/Nurse Practitioner.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that their ability to meet their academic responsibilities was seriously affected.”

Please note that individual instructors **will not under any circumstances** accept or read medical documentation directly offered by a student, whether in support of an application for accommodation on medical grounds or for related reasons (e.g. to explain an absence from class which may result in a grade penalty under an 'Attendance' policy in the course). **All medical documentation must** be submitted to the Academic Counselling or Undergraduate office of a student's home Faculty.

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Students who are in emotional/mental distress should refer to MentalHealth@Western: (<https://www.uwo.ca/health/psych/index.html>) for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519-661-3030 (during class hours) or 519-433-2023 after class hours and on weekends.

Religious Accommodation

Students should consult the University's list of recognized religious holidays and should give reasonable notice in writing (email), prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

Statement on Gender-based Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, here. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Other Student Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Academic Support and Engagement <http://www.sdc.uwo.ca/>

Course Schedule

Week 1: Introduction to the Course

January 8 - 12

Readings:

- Week 1 Lecture
- *Write Moves: A Creative Writing Guide and Anthology:*
 - "Why I Write?" (pg. 19)
 - "Practicing Perception" (pg. 25)
 - "Drafting" (pg. 36)
 - "Revision" (pg. 48)

Week 2: The Elements of Poetry

January 15 - 19

Readings

- Week 2 Lecture
- *Write Moves: A Creative Writing Guide and Anthology:*
 - "Image, Detail and Figurative Language" (pg. 67)
 - "Sound" (pg. 80)
 - "Writing Poems" (pg. 139)
 - Kelli Russel Agodo, "Geography" (pg. 207)
 - Stephanie Bolster, "Many Have Written Poems about Blackberries" (pg. 242)
 - T.S. Eliot, "The Love Song of J. Alfred Prufrock" (pg. 265)
 - Nancy Pagh, "Love Song: After T.S. Eliot" (pg. 370)
 - Sina Queyras, "On the Scent, #14" (pg. 373)
 - Elizabeth Bachinsky, "For the Pageant Girls" (pg. 223)
 - Patricia Smith, "Hip-Hop Ghazal" (pg. 390)
 - James Tyner, "At a Barbecue for R.C. One Week after He Is Out of Iraq" (pg. 403)
- Grammar: Nouns, Pronouns and Verbs
 - Chapters 6-8 of *The Canadian Writer's Handbook*

Activities:

- Free Verse Poem Workshop

Week 3: The Elements of Narrative

January 22 – 26

Readings:

- Week 3 Lecture
- *Write Moves: A Creative Writing Guide and Anthology:*
 - "Character and Setting" (pg. 93)
 - "Scene, Exposition and Reflection" (pg. 106)
 - Raymond Carver, "Chef's House" (pg. 248)
 - Michael Crummey, "Bread" (pg. 261)
 - Kate Chopin, "The Story of an Hour" (pg. 253)

- *Shut Up You're Pretty*:
 - "Tits for Cigs" (pg. 9)
 - "This is Only Temporary" (pg. 45)
 - "Tilapia Fish" (pg. 131)
- Grammar: Adjectives and Adverbs
 - Chapters 10 and 11 of *The Canadian Writer's Handbook*

****Assignment 1: Free Verse Poem Due****

Week 4: Writing Stories

January 29 – February 2

Readings:

- Week 4 Lecture
- *Write Moves: A Creative Writing Guide and Anthology*:
 - "Writing Stories" (pg. 156)
 - David Foster Wallace, "Incarnations of Burned Children" (pg. 269)
 - Aimee Nezhukumatathil, "The Witching Hour" (pg. 343)
 - Madeleine Thien, "Simple Recipes" (pg. 397)
 - Jeanette Winterson, "The Three Friends" (pg. 411)
- *Shut Up You're Pretty*:
 - "Parchment Paper" (pg. 15)
 - "The Event" (pg. 21)
 - "Down the Lakeshore" (pg. 27)
 - "If Not Happiness" (pg. 31)
- Grammar: Sentences
 - Chapters 3 and 4 of *The Canadian Writer's Handbook*

Activity:

- Flash Fiction Workshop

Week 5: Voice and the Ethics of Storytelling

February 5 – 9

Readings:

- Week 5 Lecture
- *Write Moves: A Creative Writing Guide and Anthology*:
 - "Voice and Perspective" (pg. 119)
 - Shani Mootoo, "Out on Main Street" (pg. 333)
 - Michael Ondaatje, "The Cinnamon Peeler" (pg. 367)
 - Richard Shelton, "The Stones" (pg. 387)
 - Priscila Uppal, "Sorry I Forgot to Clean Up After Myself" (pg. 404)
- *Shut Up You're Pretty*:
 - "Men, Tricks, and Money" (pg. 85)
 - "The Waitress" (pg. 91)
 - "Shut Up You're Pretty" (pg. 95)
 - "Women Talking" (pg. 115)

- Grammar: The comma, the semicolon and the colon
 - Chapters 15-17 of *The Canadian Writer's Handbook*

****Assignment 2: Flash Fiction Due****

Week 6: Writing Creative Nonfiction

February 12 – 16

Readings:

- Week 6 Lecture
- *Write Moves: A Creative Writing Guide and Anthology*:
 - "Writing Personal Essays" (pg. 173)
 - Ivan E. Coyote, "This, That and the Other Thing" (pg. 256)
 - Brian Doyle, "Leap" (pg. 264)
 - Evelyn Lau, "An Insatiable Emptiness" (pg. 301)
 - Donald Murray, "War Stories Untold" (pg. 339)
- Grammar: The dash and parentheses
 - Chapters 18 and 19 of *The Canadian Writer's Handbook*

Activity:

- Flash Creative Nonfiction Workshop

February Reading Week (February 19-23)

Week 7: Writing Scripts

February 26 – March 1

Readings:

- Week 7 Lecture
- Grammar: Common sentence "problems" I
 - Chapters 5a, 5b and 5c of *The Canadian Writer's Handbook*

****Assignment 3: Flash Creative Nonfiction Due****

Week 8: Drafting/Capstone Presentation

March 4 - 8

Readings:

- Week 8 Lecture
- *Write Moves: A Creative Writing Guide and Anthology*:
 - "Drafting" redux (pg. 36)
- Grammar: Common sentence "problems" II
 - Chapters 5a, 5b and 5c of *The Canadian Writer's Handbook*

Activity:

- Capstone Presentation

Week 9: Revision/Capstone Presentation

March 11 - 15

Readings:

- Week 9 Lecture
- *Write Moves: A Creative Writing Guide and Anthology*:
 - "Revision" redux (pg. 48)
- Grammar: Paragraphs
 - Chapter 2 of *The Canadian Writer's Handbook*

Activity:

- Capstone Presentation

Week 10: Experimental Writing

Readings:

- Week 10 Lecture

Activity:

- Capstone Presentation

Week 11: Publishing/Editing/Exam Prep

Readings:

- Week 11 Lecture

Activity:

- Capstone Workshop

Week 12: Review/Editing/Exam Prep

Readings:

- Week 12 Lecture

Activity:

- Exam prep

****Assignment 4: Capstone Assignment Due****