



**ARHU 298J: CREATIVE WRITING
CROSS CULTURAL PERSPECTIVES IN POETRY AND FICTION
Summer II, 2021**

SYLLABUS

General Course Information

Designation: General Education: Distributive Studies: Scholarship in Practice

Number of Credits: 3

Course Dates: Jul. 12, 2021 – Jul. 30, 2021

Course Times: Mon-Tue-Wed-Thu-Fri., 10:00 am to 01:00 pm

Professors: Vivianne Salgado (Pronouns: She, her, hers), and Jacqueline Mueck (Pronouns: She, her, hers)

Office Phone: V. Salgado: (703) 635-5926

Email: V. Salgado: vsalgado@umd.edu ; J. Mueck: jmueck@umd.edu

Office Hours: J. Mueck: Tuesdays, 1 to 2 pm, V. Salgado: Thursdays, 2 to 3 pm, or by appointment

Classroom: Online via Zoom

Course Description

This is a three week-long intensive creative writing course with four main components: 1) **Reading and in-class discussions** of selected pieces of multicultural fiction and poetry. 2) **Writing:** Multiple writing exercises will serve as prompts for students to write poems, short stories, and pieces of flash fiction; daily homework emphasizes revision. 3) **Workshops** where students will share their original work; they will offer feedback to their peers and receive constructive criticism from fellow students and instructors. 4) **Final Portfolio** in which students will compile the entirety of their work (revised poems, short stories, flash fiction pieces and journal entries) and create an online portfolio. Additional course components include: A final event online reading in which the students will share their work with family and friends.

Course Objectives

After successfully completing this course students will be able to:

- Read and analyze various multi-cultural works of poetry and fiction.
- Identify conventions and literary techniques used by professional writers and apply them in the creation of original works of poetry and fiction.
- Develop an inclusive literary workshop community where thoughtful comments and critiques are offered in an honest and respectful manner.
- Communicate emotion in writing using action verbs, dialogue, sensory language and vivid imagery.
- Produce and, using ISSUU, an online digital publishing platform free of cost, self-publish a portfolio with their revised poems, fiction pieces, and journal entries.

Course Materials

- There are no textbooks required for this course.
- Assigned readings will be available on ELMS.

Course Structure and Required Times (Mon. through Fri.)

10 am -11 am:

Students will complete daily journaling assignments that will open at 10am and close at 11am each day. These assignments are meant to provide space for students to explore their writing styles and craft. Instructors will be available through email or Canvas to help with any questions. If time allows, students may also use this time to read and write brief but thoughtful feedback for the workshop submissions from the students in their group. There will be 3 to 4 students per group. Which means that each student will be reading and writing feedback for 2 to 3 pieces at a time. Time permitting, students will review the assigned readings (which they would have read as homework the day before).

11 am - 1 pm (approx.)

Class Zoom meeting. This is our live (synchronous) online session. Attendance is mandatory. During this session we will have group discussions of the assigned readings, short craft lectures, in-class writing exercises, a short break, and time for workshop. The class will be divided into smaller groups during workshop sessions.

IMPORTANT:

The online nature of this class requires students to take an active role in the learning process. Students will do this by engaging and collaborating with their peers and instructors on a regular basis both in live sessions as well as through group work and activities. **Students are asked to keep their video camera on during this session unless they request special accommodations.** If a student cannot have their video camera on during the daily Zoom session, they should notify the instructors.

The flexible framework of our daily Zoom meeting does not require students to be in a specific location to participate; however, you must have access to a full-screen computer or tablet for each live session. (If you use a tablet for the live session, you must be comfortable typing responses on it.)

After Class Sessions

Students will read all assigned texts for the next class session and/or watch all assigned videos. All readings and texts will be provided online through Canvas/ELMS and will be accessible through various means, including the daily course page, organized by date. Students will also write and submit the

writing assignment due by midnight for the workshop in the following class session.

Students will complete these assignments independently (outside of the daily zoom classes) but in the hour before class marked on the assignment page. If students cannot find the assignment page or the assigned text, they should notify the instructor immediately to get assistance.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses. Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies such as

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Special Accommodations

The University of Maryland is committed to providing appropriate accommodations for students with accessibility needs. Students with documented accessibility requests should inform the instructors within the first two meetings and specify the type of accommodations required. To obtain an Accommodation Letter prepared by the Accessibility and Disability Service (ADS), a division of the University Counselling Center:

- Call 301314-7682
- E-mail dissup@umd.edu
- or visit the Shoemaker Building for more information.

Diversity

The University of Maryland values the diversity of its student body. Along with the University, as instructors, we are committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate. (See Statement on Classroom Climate, <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541>).

Course-Specific Policies

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. The course instructors invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The

pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. As instructors, we will do our best to address and refer to all students accordingly, and we ask you to do the same for all of your student peers. Canvas/Elms now lets you add your preferred pronouns as part of your personal profile. If you wish to note your pronouns there, all students and instructors will be able to see your pronouns wherever your name appears.

Absences

Students are expected to inform the instructor of medically necessary absences and present the appropriate documentation (e.g. doctor's note) specifying the dates of the missed class period(s). These documents must include an acknowledgement that, (a) the information provided is true and correct, and (b) that the student understands that providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct. The University's policies on medical and other absences can be found at:

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

Tardiness

If a student is more than 30 minutes tardy for a class without a documented excuse, it will be counted as an absence. Being 20 minutes late for class more than twice also will be counted as one absence.

Participation

Participation is a key component of the final grade. Students will be asked to discuss the assigned readings and to comment on the work presented by peers.

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.

Each student is expected to contribute to every class discussion

Reading accountability

It is impossible to have a meaningful discussion if students have not read the assigned course materials. A short reading accountability quiz may be given at the beginning of some class periods to ensure that the required contents have been read.

Daily writing assignments

Students who submit their work on time and observe the specific guidelines for each assignment will receive full credit for each of these items. Students are expected to produce quality drafts for each of these assignments. These items should be understood as “works in progress” which will continue to improve through workshop and revision.

Workshop

Each student will have the opportunity to workshop the same number of pieces. This number will be contingent on the final number of students enrolled in the class, and the time required to cover the most important academic contents. Instructors will explain the basic workshop goals and expectations.

Canvas- ELMS

During the first two class meetings, instructors will explain how to use Canvas/ELMS to access course contents and upload daily assignments.

Communication with Instructor

If you need to communicate with us, please use the Canvas/ELMS Messaging as the preferred mode of communication. If you are unable to use Canvas/ELMS, you can use the email addresses listed at the beginning of this document to reach either of us. We will do our best to respond to your email within 24 hours except on weekends. If you have any questions, please email us with enough anticipation. Please, DO NOT email us with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions.

Feedback from the instructors

Instructors will guide the conversation during workshop and offer verbal feedback to the students. **Due to time constraints, instructors will not provide individual written feedback on assignments.**

ELMS Announcements

We will send IMPORTANT announcements via Canvas/ELMS Announcements and Messages. You must make sure that your email and announcement notifications (including changes in assignments and/or due dates) are enabled in Canvas/ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

We encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. As instructors, we will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their opinions without fear of being personally attacked, mocked, demeaned, or devalued. If you feel the classroom is not the space we intend to create for any reason, contact the instructors so they can address the issue.

Zoom Chat

We recognize that Zoom has wonderful chat capabilities and students are more than welcome to use the chat to add smaller remarks or if they feel unable to speak. Students may message the instructor if they would like to, or out a message to the entire class. This, of course, comes with the understanding that chat discussions should be kept within the boundaries of class. If the chat becomes a distraction or is otherwise unproductive, the chat function will be deactivated with the exception of messaging the instructors.

Use of Mobile Technology

It is necessary to use a laptop, tablet, or any other device with a microphone and webcam for taking notes and otherwise participating in class. However, indiscriminate use of personal technology during class interferes with the primary goal of this course—to have students engage in serious and dynamic class discussions and workshops—and will imply a deduction of participation points.

Major Assignments

Final Portfolio

Each student will create a final portfolio of the work they have produced during the three-week period of this course. This includes pieces of short fiction and poetry that will be revised through small group workshops as well as revised journal entries.

Other Assignments:

Please see the course schedule.

Grading Structure

Assignment Group	Percentage (%) of Final Grade
Reading Accountability	10%
Journaling and Misc. Writing Assignments	10%
In-class and Workshop Participation	15%
Submissions for Workshop	20%
Peer Feedback (written)	15%
Final Portfolio (prose section: 15%, Poetry section 15%)	30%
Total	100%

Academic Integrity

The University's [Code of Academic Integrity](#) is designed to ensure that the principles of academic honesty and integrity are upheld. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

Grades

All assessment scores will be posted on the course ELMS page under “Grades,” allowing you to see your scores as they are entered. If you would like to review any of your grades, or have questions about how something was scored, feel free to email the instructors to schedule a time for us to meet and discuss.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone we have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs				
+ 97.00%	+ 87.00%	+ 77.00%	+ 67.00%	+
A 94.00%	B 84.00%	C 74.00%	D 64.00%	F <60.0%
- 90.00%	- 80.00%	- 70.00%	- 60.00%	-

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [Course Eval UM website](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission. Class lectures and other materials are copy-righted, and they may not be reproduced for anything other than personal use without written permission from the instructors.

Tips for Success in an Online Course

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professors. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas every day to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to your instructors, and your classmates, for support.

Tentative Course Schedule

Note: This is a **tentative schedule**, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Fiction	
Date	Class schedule and homework
Monday 7/12	<p>Topics: Introduction to the Course</p> <p>In-class:</p> <ul style="list-style-type: none">IntroductionsReview of course syllabus and grading policyOverview of poetry and fiction unitsCommunity and workshop guidelines <p>Homework for next class:</p> <p>Watch: <u>The Danger of a Single Story - Chimamanda Adichie</u></p> <p>Read: <i>The Arabian Nights</i> (excerpts) -- Various authors</p>
Tuesday 7/13	<p>Topics: Introduction to Fiction Unit: Short Stories, Flash Fiction</p> <p>In-class:</p> <ul style="list-style-type: none">Discussion of assigned readingsElements of fictionIn-class writing exercise: 11-Point plot boiler outline <p>Homework for next class:</p> <p>Upload onto Elms</p> <ul style="list-style-type: none">A) 11-Point plot boiler outline (typed)B) Write a “circular” flash fiction piece based on your 11-PPB outline <p>Circular flash fiction piece due by midnight</p> <p>Readings for tomorrow</p> <p><i>Positive Obsession</i> - Octavia Butler <i>Furor Scribendi</i> - Octavia Butler <i>Speech Sounds</i> - Octavia Butler</p> <p>Before our next Zoom session</p> <p>Peer submissions for workshop (Circular story): Read the submissions from the students in your group—they will be posted by 8 am tomorrow.</p>

	<p>Written peer feedback (graded) Write a couple of questions or comments for each of the submissions you are reading.</p>
Wednesday 7/14	<p>Topics: Point of View</p> <p>In-class:</p> <ul style="list-style-type: none"> Discussion of assigned readings Narrator's pronoun, degree of knowledge, reliability, and objectivity. In-class exercise: POVX2 Flash fiction Workshop #1: Circular Story (in groups of 3 to 4 students) <p>Homework for next class:</p> <p>Upload onto elms</p> <ul style="list-style-type: none"> a) Re-read the POVX2 sketch you did in class b) Write a flash fiction piece about a single event narrated from two different points of view. <p>POVX2 flash fiction piece due by midnight</p> <p>Readings for tomorrow</p> <p><i>Nuts and Bolts: Thought: Verbs</i> - Chuck Palahniuk <i>Repairs</i> – Dan Schwartz <i>Doors Closing</i> – Zein El-Amine (Audio)</p> <p>Before our next Zoom session</p> <p>Peer submissions for workshop (POVX2 flash fiction piece): Read the submissions from the students in your group—they will be posted by 8 am tomorrow.</p> <p>Written peer feedback (graded) Write a couple of questions or comments for each of the submissions you are reading.</p>
Thursday 7/15	<p>Topics: Setting and Worldbuilding</p> <p>In-class:</p> <ul style="list-style-type: none"> Discussion of assigned readings In-class exercise: translating telling into showing Workshop #2: POVX2 flash fiction (in groups of 3 to 4 students) <p>Homework for next class:</p> <p>Upload onto elms:</p> <ul style="list-style-type: none"> -Write a “Re-telling of the myth” flash fiction piece. <p>Re-telling of the myth flash fiction piece due at midnight</p> <p>Readings for tomorrow</p> <p><i>M</i> - Lela Dixon <i>The Myth-Ing Link</i> - Pamelyn Casto <i>The House Of Asterion</i> - Jorge Luis Borges</p>

	<p>Before our next Zoom session Peer submissions for workshop (Re-telling of myth piece): Read the submissions from the students in your group—they will be posted by 8 am tomorrow.</p> <p>Written peer feedback (graded) Write a couple of questions or comments for each of the submissions you are reading.</p>
Friday 7/16	<p>Topics: Characters and Characterization</p> <p>In-class: Discussion of assigned readings Workshop #3 – Re-telling of the myth piece</p> <p>Homework for next class: Upload onto elms: Write an Epistolary flash fiction piece Epistolary piece due Sunday by midnight</p> <p>Readings due: <i>Apollo</i> - Chimamanda Adichie <i>Apology Note To My Roommate Irene After My Chimaera Destroyed Her Blue Suede Heels</i> - Kaely Horton</p> <p>Before our next Zoom session: Peer submissions for workshop (Epistolary piece): Read the submissions from the students in your group—they will be posted by 8 am tomorrow.</p> <p>Written peer feedback (graded) Write a couple of questions or comments for each of the submissions you are reading.</p>
Monday 7/19	<p>Topics: Theme and Powerful Images</p> <p>In-class: Discussion of assigned readings Workshop # 4: Epistolary piece Guidelines for final portfolios (fiction section)</p> <p>Homework for next class: Upload onto elms: Write a Dialogue-based flash fiction piece Dialogue-based flash fiction due by midnight</p> <p>Readings due: <i>Pendergast's Daughter</i> - Lex Williford <i>Forty Days in the Desert</i> - Lex Williford <i>Be Kind to Your Language</i> - Timothy Snyder</p>

	<p>Before our next Zoom session Peer submissions for workshop (Dialogue-based piece): Read the submissions from the students in your group—they will be posted by 8 am tomorrow.</p> <p>Written peer feedback (graded) Write a couple of questions or comments for each of the submissions you are reading.</p>
Tuesday 7/20	<p>Topics: Editing, Proofreading And Revising</p> <p>In-class:</p> <ul style="list-style-type: none"> Discussion of assigned readings Workshop#5: Dialogue-based piece Fiction section Wrap-up <p>Transition to Poetry</p> <ul style="list-style-type: none"> Large group discussion of experience with poetry Small group discussion of favorite poems and poets. What is poetry? What does it look like? What does it mean to you? Large group wrap-up discussion <p>Homework for next class:</p> <ul style="list-style-type: none"> Read <i>The Colonel</i> - Carolyn Forche Read <i>We Real Cool</i> - Gwendolyn Brooks Watch <u>Tobacco</u> - Jacqueline Woodson
Poetry	
<i>Date</i>	<i>Class schedule and homework</i>
Wednesday 7/21	<p>Topics: Introduction to Poetry</p> <p>In-class:</p> <ul style="list-style-type: none"> Introduction to poetry unit Small groups discussion of poems from homework Review <i>Differences between Poetry and Prose</i> handout Read <i>break (bayou)</i> - Suheir Hammad and discuss <p>Homework for next class:</p> <ul style="list-style-type: none"> Read <i>Myths We Live By But Shouldn't</i> Watch <u>Who Will Survive in America? Or 2017: A Horror Film</u> - Ashley M. Jones Watch <u>LVII. tonite i wuld luv to rite</u> - Jos Charles Watch <u>Teaching My Mother English over the Phone</u> - Eloisa Amezcuia Turn in: Poem 1 - free form Give comments on workshop pieces before meeting for class tomorrow

Thursday 7/22	<p>Topics: Imagery and other poetic devices</p> <p>In-class:</p> <ul style="list-style-type: none"> <i>Poetic Devices</i> handout and review Images in poetry Discussion of <i>The Red Wheelbarrow</i> - William Carlos Williams and <i>In a Station of the Metro</i> - Ezra Pound Poetry workshop #1 <p>Homework for next class:</p> <ul style="list-style-type: none"> Read Mary Oliver's <i>Imagery and Revision</i> Read <i>To a Magazine, Personalia, and A Strange Thing</i> by Mary Ruefle Read <i>Candle</i> (8) by Ponge Turn in: Poem 2 - imagist-inspired Give comments on workshop pieces before meeting for class tomorrow
Friday 7/23	<p>Topics: (Breaking) The poetic form</p> <p>In-class:</p> <ul style="list-style-type: none"> (Breaking) Form discussion <i>Sextin Texts...</i> and <i>Narcissus Tweets</i> by Airea D Matthews small group discussion Poetry workshop #2 <p>Homework for next class:</p> <ul style="list-style-type: none"> Watch <u>BBHMM - Tiana Clark</u> Watch <u>self-portrait as the space between us - Trace DePass</u> Turn in: Poem 3 - prose poem Give comments on workshop pieces before meeting for class tomorrow
Monday 7/26	<p>Topics: Music and poetry</p> <p>In-class:</p> <ul style="list-style-type: none"> Music in poetry discussion Read <i>Garden Shed</i> in small groups Large group discussion of <i>Garden Shed</i> <i>Even the Rain</i> by Agha Shahid discussion Questions about final portfolio Poetry workshop #3 <p>Homework for next class:</p> <ul style="list-style-type: none"> <i>The Moon</i> Juan Ramon Jimenez (68 short) Watch <u>Torna Atrás - Natasha Trethewey</u> Turn in: Poem 4 - ghazal Give comments on workshop pieces before meeting for class tomorrow
Tuesday 7/27	<p>Topics: Poetry and translation</p>

	<p>In-class:</p> <ul style="list-style-type: none"> Poetry in translation discussion Review of Wang Wei Poetry workshop #4 <p>Homework for next class:</p> <ul style="list-style-type: none"> Read <i>Do Overs and Revision</i> by Addonizio Read <i>Someone Like No One</i> - Forugh Farrokhzad Turn in: Poem 5 - translation poem Give comments on workshop pieces before meeting for class tomorrow
Wednesday 7/28	<p>Topics: Revising and editing poetry</p> <p>In-class:</p> <ul style="list-style-type: none"> Poetry revision and challenges discussion Small group discussion of <i>Someone Like No One</i> Class round robin poem Poetry workshop #5 <p>Homework for next class:</p> <ul style="list-style-type: none"> Poem TBD Work on revising pieces for final portfolio Turn in: Poem 6 - free form #2 Give comments on workshop pieces before meeting for class tomorrow
Thursday 7/29	<p>Topics: Poetry wrap up and presenting pieces</p> <p>In-class:</p> <ul style="list-style-type: none"> Poetry workshop #6 Practice readings in small groups Review of organization for public reading tomorrow Final review of portfolio <p>Homework for next class:</p> <ul style="list-style-type: none"> Final Portfolio due by midnight tonight Practice readings for event tomorrow, invite friends and family
Friday 7/30	<p>Topics: Public reading and presentation</p> <p>In-class:</p> <ul style="list-style-type: none"> Last day of class Public reading. We will decide as a class if we may invite family and friends.