

Syllabus for
WRT 331—Literary Writing I
3 Credit Hours
Fall 2017

I. COURSE DESCRIPTION

Instruction in creative expression. Practical experience in essays, description, narration, dramatic dialogue, and varied poetic forms.

Prerequisite: none

II. COURSE GOALS

The purpose of this course is to develop the students' ability to write, not merely adequately but excellently. This is done primarily by frequent exercises, both in and out of class, which are then read by the instructor and critiqued by the entire group. Works of various recognized authors exhibiting both virtues and faults are also studied as examples of what to be striven for and what eschewed.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

After successfully completing this course, the student will be able to do the following:

1. Demonstrate familiarity with descriptive and expository prose, prose fiction, and poetry by presenting examples of own writing in each of these areas.
2. Demonstrate improvement in each of these areas by presenting, at the end of the course, an original, several revisions, and a final copy of each of the types of writing.
3. Demonstrate familiarity with the theoretical backgrounds of literary writing by presenting, at the end of the course, a notebook or journal consisting of materials described under Accessory Readings and Journal.
4. Write in a prose style free from grammatical errors and those excesses so commonly found in undergraduate writing—in a style that is fluid, felicitous, compact, and imaginative—in short, a style that invites reading.

B. Unit Objectives

1. Unit One: The Essay

After the general introduction of the essay and its various types, along with in-class experimental work and suggested peripheral reading, the student will do the following:

Write an informal (personal, familiar) essay with rhetorical options available to him.

2. Unit Two: The Short Story

At the end of the short fiction unit the student will demonstrate by testing and creative writing, ability to do the following:

- a. Discuss the value of characterization, style, plot, technique, balancing forces, protagonism, antagonism (conflict), and so on, in fiction and articulate as well as demonstrate their importance.
- b. Write a skeletal plot, built slowly and skillfully from an embryonic idea.
- c. Write an actual story of his or her own, with plot and character having as much originality as the student can muster.
- d. Detect differences and values in styles of famous writers and of amateur

- fellow class members.
 - e. Criticize the work of other students in a constructive way and revise work based on suggestions from class criticism.
- 3. Unit Three: The Poem

After the completion of the poem unit the student will demonstrate ability to do the following:

 - a. Explain/discuss stylistic devices (e.g., figures of speech, rhyme scheme, rhythmic patterns, etc.) that create effects he himself might wish to strive for.
 - b. Imitate a famous poem by changing the subject matter but staying as close as possible to length, rhythm, line length, etc.
 - c. Write at least four short poems (30 lines or fewer, and/or one long poem (100 lines or more), following the criteria of the text, *The Three Genres*.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Minot, Stephen. *Three Genres: The Writing of Poetry, Fiction, and Drama*. 9th ed. Englewood Cliffs, NJ: Prentice Hall, 2007. ISBN: 0-13-219738-3

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University

sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher’s discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors’ or nurses’ notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to cite sources accurately produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
- b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

1. **Evaluation Procedures**

The student’s final grade is computed on the basis of the following:

- a. **Improvement**—Instructor’s evaluation based on a comparison of the original and final copies of work presented.
- b. **Improvement**—Student’s evaluation based on the same.
- c. **Participation**—Instructor’s evaluation based on the timeliness of submission of material, contribution to class discussion, evidence of research in theoretical aspects of the writer’s craft, and submission of material for publication.
- d. **Journal**—Instructor’s evaluation based on quantity, quality, and diversity of materials gathered.
- e. **Final Exam**—Instructor’s evaluation based on in-class writing assignments that are designed to test and corroborate the improvement shown throughout the course.
- f. Final grades are given according to the following scale:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%.

2. **Whole Person Assessment Requirements**

There is no WPA requirement for this class.

3. **Other Policies and/or Procedures**

- a. A major part of the learning experience involves committed class participation on the part of each student in two separate modes: (1) the submission of written material, as assigned, with clean copies to be provided for each class member. The student is not allowed the luxury of “waiting for inspiration”; material must be on time; (2) willing participation in class discussion of student writing. Absolute candor in the context of constructive criticism is expected.
- b. The student must attend class meetings as they are scheduled, in order to profit from lectures, class discussion (including students’ critical evaluations of each other’s work), and general progress in the various genres. These meetings are relaxed, experimental, and, for the most part, informal.

VI. COURSE CALENDAR

WEEK 1	Introduction to course: Lecture and discussion of writing and the creative process. Assignment of narrative-descriptive paragraph.
WEEK 2	Narrative-descriptive paragraphs due.
WEEK 3	Group criticism of narrative-descriptive paragraphs. Lecture and discussion of the informal essay with examples. Assignment of informal essay.
WEEK 4	Informal essay due. Begin unit on fiction.

WEEK 5	Assignment in <i>Three Genres</i> : Fiction.
WEEK 6	The short story; character, plot, and other elements.
WEEK 7	The short story; story due.
WEEK 8	<i>Three Genres</i> : Poetry.
WEEK 9	Continue unit on poetry.
WEEK 10	Continue unit on poetry. Poems due
WEEK 11	Reading of poems. Begin unit on drama.
WEEK 12	Continue unit on drama.
WEEK 13	Read dramatic scenes
WEEK 14	Reading and criticism of student creative works: major projects. Reading and criticism – collection of journals.
WEEK 15	Final examination as scheduled. Return of graded journals to students. Reports on possible publications.

Course Inventory of Oral Roberts University Student Learning Outcomes

WRT 331—Literary Writing I Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity			X	