

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 261
Course Title: Visiting Writer Series

Year: 2023-2024
Credit Hours: 1

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course gives participants the opportunity to hear from and interact with at least three distinguished writers of prose, poetry, screenplays or teleplays. Visiting writers read from their work and discuss their writing process. Students write short response papers and participate in creative writing workshop exercises. Prerequisites: Prior completion or concurrent enrollment ENGL 100 if required by placement testing; RDNG 116 if required by placement testing. 1 Cr. (1 Lec.) Fall semester.

Course Context/Audience

This course is part of the Writing Workshop component of the Creative Writing A.A. degree and Certificate programs. The Visiting Writing Series may also be of interest to members of the local community.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Students learn about how writers develop their craft by interacting with distinguished writers. Students listen to the writers read their work and discuss their writing process, participate in question and answer sessions, and take part in creative writing exercises. Short response papers are designed to encourage metacognitive reflection about the student's development as a writer and about what the student has learned from interacting with the visiting writers.

Course Objectives/Topics

Objective/Topic	# Hours
Preparation (in-class reading/discussions of the visiting writers' work)	4 Hours
Writers present their work	4 Hours
Question and answer sessions with visiting writers	2 Hours
In-class writing activities designed and led by visiting writers	2 Hours
Response papers (review/discussion)	3 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

Critical Thinking Outcomes	How does the course address Critical Thinking (include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used.)
<ul style="list-style-type: none"> ➤ Students will be able to develop meaningful questions to address problems or issues. ➤ Students will be able to gather, interpret, and evaluate relevant sources of information. ➤ Students will be able to reach informed conclusions and solutions. ➤ Students will be able to consider analytically the viewpoints of self and others. 	<p>Students explore the creative process and consider how their own development as a writer is influenced by what they learn from the visiting writers.</p> <p>Students participate in class lecture and discussions, in-class activities, and Q&A sessions with the writers. They prepare for each visiting writer by reading some of the writer's work, and they complete response journals and other homework assignments after the visits.</p>
Social/Global Awareness Outcomes	How does the course address Social/Global Awareness (include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives shape and are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic, and environmental consequences. 	<p>The visiting writers share their unique vision of the world around them as they read their work and facilitate creative writing activities with the students.</p> <p>In addition to discussing writing craft, the visiting writers discuss the practical side of the writing life including how writers can make a living. Also, the writers discuss the unique paths each has taken to get work published or produced. Students learn that there isn't any "one way" to find an audience for their writing; instead each student must find his or her own way.</p> <p>The pedagogical aim of the class is to encourage students to consider themselves as writers, speakers, readers, and overall participants in the process of cultural definition and transformation through their creative writing process and through interacting with the visiting writers.</p>

Instructional Methods

Visiting writer readings, question and answer sessions, lecture, class discussion, online discussion boards, online chat, creative writing exercises, and response papers are appropriate methods/activities for this course.

Methods of Assessment/Evaluation

Method	% Course Grade
In-class participation including creative writing exercises	35%
Homework (includes preparing for visiting writers by reading selected work)	35%
Response papers (three)	30%
Note: The course is graded on a Pass/Fail (P/F) basis.	

Recommended:

Readings provided by instructor.

Bibliography

Association of Writers & Writing Programs. AWP Director's Handbook – A Compendium of Guidelines and Information for Directors of Creative Writing Programs. 2003. 5 Nov. 2004.

Becker, Carol, Ed. The Subversive Imagination: Artists, Society, and Social Responsibility. New York: Routledge, 1994.

Berman, Jeffrey. Risky Writing: Self-disclosure and Self-transformation in the Classroom. Amherst: U of Mass. P, 2001.

Berthoff, Ann E. Reclaiming the Imagination: Philosophical Perspectives for Writers and Teachers of Writing. Montclair, NJ: Boynton Cook, 1984.

Bishop, Wendy. Released into Language: Options for Teaching Creative Writing. Urbana, IL: NCTE, 1990.

Bishop, Wendy, and Hans A. Ostrom. Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy. Urbana, IL: NCTE, 1994.

Bly, Carol. Beyond the Writers' Workshop: New Ways to Write Creative Nonfiction. New York: Anchor Books, 2001.

Brooke, Robert. Writing and Sense of Self: Identity Negotiation in Writing Workshops. Urbana, IL: NCTE, 1991.

Bunge, Nancy L. Finding the Words: Conversations With Writers Who Teach. Athens, OH: Swallow P, 1985.

Forch, Carolyn, and Philip Gerard. Writing Creative Nonfiction: Instruction and Insights from Teachers of the Associated Writing Programs. Cincinnati: Story Press, 2001.

Monteith, Moira, and Robert Miles. Teaching Creative Writing: Theory and Practice. Philadelphia: Open University Press, 1992.

Moxley, Joseph Michael. Creative Writing in America: Theory and Pedagogy. Urbana, IL: NCTE, 1989.

Neubauer, Alexander. Conversations on Writing Fiction: Interviews With Thirteen Distinguished Teachers of Fiction Writing in America. New York: Harper Perennial, 1994.

Pirto, Jane. My Teeming Brain: Understanding Creative Writers. Cresskill, NJ: Hampton, 2002.

Root, Robert, and Michael Steinberg. Those Who Do, Can: Teachers Writing, Writers Teaching: A Sourcebook. Berkeley: NCTE, 1996.

Other Learning Resources

Audiovisual

TC3 Media Collection

Electronic

Library databases (Proquest, Infotrac, Worldcat, and others) used for research when appropriate.

Literature Resource Center is a superb database that contains thousands of essays and other material on more than 90,000 writers.

Other

Internet and email access.

Appropriate instructional technology including VHS/DVD use, internet access and projection, and computer lab access (word processing and screenplay format software).