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CRWR 312A.01: Intermediate Nonfiction Workshop

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CRWR 312A Section 1
Creative Writing: Nonfiction
Spring 2022

Instructor: Robert Stubblefield

Office: LA 231

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Office hours: Monday 3:00-5:00 p.m.; Tuesday 1:00-2:00 p.m., Wednesday 2:00-4:00 p.m. (by appointment only and BFA Capstone meetings); Thursday 2:00-3:00 p.m., and by appointment on Zoom portal.

Classroom: Liberal Arts 106

Class Meeting Time: T, Th 11:00 a.m.-12:20 p.m.

Required Text and Materials: A journal and folder for compiling all exercises and in-class and out-of-class assignments. You will be responsible for online posting of your essays and peer responses. Access to UM Online and Adobe Reader for announcements, required readings, and discussion forums.

Optional Texts: Zissner, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Harper Collins, 2001

Schultz, Kathryn, ed. And Robert Atwan, series ed. *The Best American Essays 2021*. The Best American Series. Boston: Mariner, 2021.

Course Objectives:

CRWR 312 is an intermediate nonfiction writing class. We will focus on the craft of nonfiction writing and the components required for a successful essay. We will read, discuss, and respond to a variety of published and anthologized essays, but the primary emphasis throughout the semester will be analysis and discussion of student work. You will be expected to complete two substantial new works of nonfiction during the semester in addition to workshop responses and exercises. You will be responsible for carefully reading the work of your peers and responding both in classroom discussion (workshop) and with typed comments posted online.

Course Requirements:

- **Writing Exercises:** All writing exercises will be turned in on the date due and must be typed and double-spaced with one-inch margins or submitted online as specified. Exercises will focus on specific rhetorical situations, prompts, and/or craft components or be of a specified length. Keep these in your portfolio upon return.
- **Journal:** I expect you to keep a journal of dialogue bits, essay ideas, brilliant insights, observations, complaints, whatever you desire. Although I will not ask

- you to turn in these journals, I will occasionally ask for a typed excerpt (one page or less) of your collected wisdom.
- **Major Assignments (essays):** You will produce three new essay over the course of the semester. Two of these essays should be 2500-5000 words in draft and one essay can be a length of your choice. You will revise each essay over the course of this semester and perform substantial revision to two essays of your choosing for inclusion in your final portfolio.

Grading/Evaluation:

Grading creative writing is difficult and subjective by nature. You will be graded on your active participation in class, your writing exercises, your improvement from draft to revision, your peer responses, and attendance. **DO NOT MISS MORE THAN TWO (2) CLASSES OR YOUR GRADE WILL BE AFFECTED**

- **40%** of your grade is based on active participation. Show up prepared, comment on readings and the work of your peers, and contribute to the community of the classroom.
- **30%** of your grade is based on successful completion of all writing assignments (including peer responses). Turn these exercises in on time, put some thought into the work, and type and double-space all out-of-class work. You will receive credit for exercises, but not a letter grade.
- **30%** of your grade is based on your portfolio consisting of two revised and edited essays, selected assignment/exercises, and selected peer responses. Demonstrate improvement and the ability to effectively respond to criticism.

Grade Descriptors: To give you a sense of what constitutes an A, B, C, D, and F in this class, please refer to the following grade descriptors for participation and portfolios.

Participation Grade Descriptors for CRWR 312

A Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic, and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.

B Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, specific, and helpful.

C Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions

to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

D Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.

F Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, the student has a pattern of missing, being completely unprepared, or being disruptive.

All work submitted in this course must be your own and be written exclusively for this course. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [Student Conduct Code](#)

Students with Disabilities

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me privately after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

Important Dates and Deadlines

Deadlines: Consult this site for updated add/drop information:

[Add/Drop Deadlines and Registration Information](#)

Monday-Friday, March 21-25: Spring Break. No classes.

Friday, May 13: Final Meeting, 8:00-10:00 a.m.

Classroom Safety and COVID-19 Protocols

- Mask use is required within the classroom
- Each student is provided with a cleaning kit. The expectation is that students will clean their personal work space when they arrive for class, and before they leave the classroom
- Classrooms may have one-way entrances / exits to minimize crowding
- Avoid congregating outside the classroom before and after class

- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts
- Class attendance will be recorded to support contact tracing efforts
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal)
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- Up-to-Date COVID-19 Information from the University of Montana
 - UM Coronavirus Website: <https://www.umt.edu/coronavirus>
- Remain vigilant outside the classroom in mitigating the spread of COVID-19!

Some other Matter:

It is important that our classroom develop into a community of writers. You must be able to provide and accept criticism and feedback in a positive manner. I will be available during my office hours to meet with you and will also schedule individual and group conferences by appointment.

Missoula is a vibrant literary community. Although not required, I suggest you take advantage of virtual readings, conferences, and gatherings occurring this semester. I will announce upcoming events. Readings are frequently held on campus and at local bookstores.

Calendar (Tentative and Subject to Change)

Week 1-2 (January 18, 20, 25, 27): Introduction, Essay Forms, Selected Readings
Essay Structure, Architecture, and History. Selected Readings, Sensory details exercise.
Introduction to Workshop: Absorbing, Responding to, Reflecting upon, and Incorporating
Criticism

Week 3 (February 1, 3): Workshopping

Week 4 (February 8, 10): Workshopping

Week 5 (February 15, 17): Workshopping

Week 6 (February 22, 24): Workshopping

Week 7 (March 1, 3): Workshopping

Week 8 (March 8, 10): Workshopping

Week 9 (March 15, 17): Individual Conferencing/Essay/Craft Writing Retreat

Week 10: Spring Break! No class.

Week 11 (March 29, 31): Workshopping

Week 12 (April 5, 7): Workshopping

Week 13 (April 12, 14): Workshopping

Week 14 (April 19, 21): Workshopping

Week 15 (26, 28): Small Group Revision Workshops

Week 16 (May 3, 5): Craft Model Presentations

Friday, May 13, Final Class Meeting; 8:00-10:00 a.m.