

**Creative Writing II**  
ENGL 3314 || Spring  
2025

*The  
Practice*



**FACULTY:** Dr. Anett Jessop  
**CLASS SCHEDULE:** T/R 12:30 - 1:50pm  
**CLASSROOM:** Ratliff N 3041  
**OFFICE:** CAS 248  
**OFFICE HOURS:** T/R 2:00-3:30pm & MWF by appointment  
**EMAIL:** [ajessop@uttyler.edu](mailto:ajessop@uttyler.edu)

**Creative Writing II “The Practice”** builds upon the explorations in genre, subject, and style that students generated in Creative Writing I. In this course we will enrich and support your “Practice” of your literary art form by exploring the habits and strategies that will encourage your craft in the present and sustain it for the future. This approach invites all genres as the emphases across the semester are shared: finding focus; practicing perception; engaging language; creating images; developing character, setting, and voice; drafting and revising; and discovering community through performance and publishing. The course goal is to promote the exploration and development of students’ artistic practices (the habits of mind and time) that promote the growth of each individual’s talents, skills, and self-expression. This goal will be demonstrated through class and online discussions, writing assignments, researching and exploration, and end-of-term creative projects.

### Required Texts & Supplies

- ☞ Pagh, Nancy. *Write Moves*. Broadview Press, 2016. ISBN-13: 9781554812264
- ☞ Creative Writing Journal of your choice
- ☞ OPTIONAL || Fassler, Joe, ed. *Light the Dark: Writers on Creativity, Inspiration, and the Artistic Process*. Penguin Books, 2017. [We will read some of the essays from this collection—available in Canvas—however, should you wish to consult the entire book, you might want to purchase it.]

### Policies & Projects

**Attendance & Participation** || My teaching methods emphasize discussion and collaborative learning, including small group work and writing workshops. Class members will be expected to share thoughts and to encourage others to do so. This course is both reading- and writing-intensive and

students will engage in varied writing assignments—both graded and ungraded—as a means to making discoveries and articulating insights about the literary works we read and those you and your colleagues write. Participation is crucial to your success in this class, which operates on the basis of a thoughtful interaction between teacher and student and between students.

Everyone is expected to attend all classes, arrive on time, turn off cellphones and laptops (unless accessing the textbook and your writing) and store them in backpacks. **Attention to the cellphone instead of class and peers will be counted as an absence.** You will often work in small groups and are always expected to participate in discussions of the readings and shared writings.

I will allow for **four in-class absences**, excused or unexcused, during the semester, after which your participation grade may be compromised. I will keep track of late arrivals and these will also affect your grade. (A late arrival is defined as more than ten minutes after the beginning of the class time slot.) If you are late, assume you have been marked absent until you talk to me. If you are ill or have an emergency, please email me in order to turn in homework and to pick up the next assignment.

**Communication Policy** || Emails will be answered within 24-36 hours during the school week and occur between 9am and 8pm. Feedback on written assignments will be within 2 weeks of submission.

**Discussion Forum Policy** || Prompts, questions, and responses on the discussion board are to enable students to brainstorm about the readings and assignments. The postings on the discussion board must be focused on the assigned topic. All technical problems associated with Canvas, the internet, or library databases, including passwords and user IDs, should be directed to the respective departments. The course instructor cannot answer technical questions.

**Communication & Collegiality** || We are all responsible for creating a class that is intellectually and creatively questing and respectful.

**Conventions of Address** || Speaking to a professor, administrator, staff member, employer, manager, or colleague is different (at least initially) from speaking/texting with a friend, family member, or other familiar relation. In a professional, intellectual context like the University, it is conventional to refer to faculty, administrators, staff, and others by their titles (Doctor, Professor, Instructor, Coach, Ms./Mr.) unless explicitly instructed otherwise. You should also get into the habit of including greetings, salutations, and language appropriate to such contexts (not, for example, “Hey,”). I will respectfully refer to you according to your stated preferences and expect that you’ll reciprocate in kind.

**Homework & Paper Format** || Complete all assigned readings and assignments by the due date so that you can participate in online and classroom discussion and writing activities. When noted, written assignments (not journal-based writing) should be typed, double-spaced, use normal margins and readable font. Paper headings should include your name, date, course title, and professor’s name. Each page should include page number and your last name. Use MLA documentation to cite materials when necessary.

**Due Date Policy** || Assignments must be submitted through Canvas on or before the due date or brought to class on the day due. Work turned in late without a compelling reason will be lowered one-third of a grade per day. DUE DATES are noted in the Course Schedule.



**AI POLICY** || AI is **not permitted** in this course at all. I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler’s Honor Code and academic honesty values.

## **COURSE PROJECTS**

**Semester Planning Proposal** || By Week 2, students will submit a preliminary outline of their writing goals and projects for the semester. This proposal will be revised and updated across the semester.

**Weekly Discussion Posts** || Each student is responsible for posting a weekly response of at least **75+ words** to one or more of the readings from the *Write Move’s* chapter, the *Light The Dark* writers’ essays, and thoughts related to class discussions and activities. *What captured your attention? What inspired writing?* Feel free to respond to each other following your required post. **Weekly posts are due by Saturday at midnight.**

**Writing Prompts** || Each student will be responsible for introducing a writing prompt at the beginning of class. Google “creative writing prompts” for some ideas. **Please see your assigned date in the course schedule and let me know early in the semester if you have a conflict with that date.**

**“Your Moves” Writing** || At the end of each chapter in our *Write Moves* textbook is a set of writing prompts (“Your Moves”). Each week you will type up and submit through Canvas or hand in hardcopies of your responses to one or more of the prompts. These will be graded as complete/incomplete. Hopefully this exploratory writing will spur creative work. **Assignments are due before Tuesday’s on-campus class meeting.**

**Creative Writing Journal** || One of the objectives of this class is that you generate new writing—through in-class writing and the prompts in our textbook’s “Your Moves” section at the end of each chapter—and that you continue to draft and revise your current project and/or begin a new one. Please use your journal for your writing and bring it to all class periods.

**Writers Series Interviews & Readings** || Explore the Lannan Foundation and the Literary Arts Archive websites, or another site that you discover, and choose an interview or reading to watch/listen to. Next, write a review and response paper on your chosen program. Please see the full description of the assignment in Canvas.

**“Writers on Writing” Book Report** || **Reading for Inspiration & Continuance** || You will choose a “Writers on Writing” book to read and review. For some suggestions, read through the short sections called “For Further Reading” that come before the “Your Moves” sections in our textbook. Please see the full description of the assignment in Canvas.

**The Writing Life** || We will explore careers that take advantage of a writer’s skills; explore publication venues and submission procedures; create a public-facing profile; and craft a proposal for a



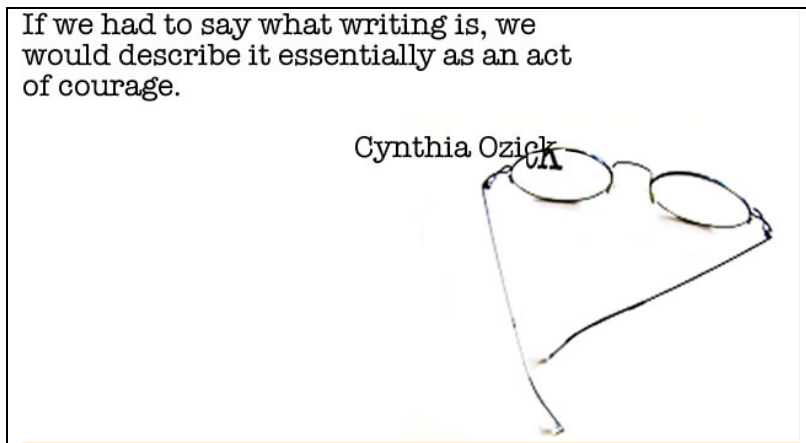
fellowship opportunity along with a résumé to be used when applying for readings, grants, residencies—and jobs!

**Chapbook & Reading** || At semester’s end, you will submit for a grade a revised and formatted creative writing collection of work written over the semester. In addition, we will practice Public Presentations of select works and provide each other with useful feedback.

### Grades & Final Evaluation

Course grades will be based on the weighted average grades based on the following percentages. The final grade will include my assessment of your overall contribution and progress in the class:

- 30% **Class Contribution** || to include in-class Participation (10%); Prompts (5%); Discussion Posts & Feedback in groups and on colleagues’ work (15%)
- 70% **Writing Projects** || to include “Your Moves” (15%), Lannan Foundation/Literary Arts Archive Review (5%); Writers on Writing Book Report (15%); “The Writing Life” Explorations (15%); Chapbook and Reading (20%)



**University Policies:** [https://uttyler.instructure.com/courses/45100/pages/university-policies-and-information?module\\_item\\_id=2265834](https://uttyler.instructure.com/courses/45100/pages/university-policies-and-information?module_item_id=2265834)