A Template for

CRW 1101, Beginning Fiction Writing
CRW 1301, Beginning Poetry Writing
CRW 2100, Fiction Writing
CRW 2300, Poetry Writing

The course should balance a workshop with a discussion of the elements of poetry and fiction. To give students some critical practice and a critical foundation for the later courses in the series, which are more or less traditional workshop courses, these beginning creative-writing courses should delay the workshop component until the second half of the semester.

The course serves as a form of freshman composition, insofar as it counts as that in the curriculum. To this end, the students exiting the course should be able to write coherent passages that link logically and are free of usage errors. Students successfully exiting this course should be able to write prose well at the college level, their abilities as poets or storytellers aside. It is important for the creative-writing program to be seen as training students to write well whether in our later courses or in those of the rest of the department.

Your reading list must include the following:

- A textbook on the writing of poetry or fiction from list of approved books below and, optionally,
  - A grammar or style handbook,
  - An anthology or a Xeroxed compilation of poetry or fiction, or other single-author texts of your choosing.

You may choose your textbook from the following:

**Fiction**

Janet Burroway, *Writing Fiction*
X.J. Kennedy and Dana Gioia, *An Introduction to Fiction*
Jerome Stern, *Making Shapely Fiction*

**Poetry**

Donald Hall, *To Read a Poem*
Boisseau, Wallace, and Mann, *Writing Poems*
X.J. Kennedy and Dana Gioia, *An Introduction to Poetry*
If you have a strong preference for another textbook, a substitution may be possible. **To use a book not on the above lists, you must submit it to the director of creative writing two months before your syllabus is due for review.**

Any off-list textbook should have definitions of terms and elements of poetry (tone, metaphor, meter, imagery) or fiction (point of view, dramatic arc, etc.). These notions are the fundamental concepts beneath writing the art form and beneath all intelligent discussion of it. The instructor is to keep in mind that many students will have had only a high-school introduction to these critical concerns, if that. The instructor may find that immersion in these ideas is a convenient study for his or her own work.

The structure of the course should be roughly as follows:

**Weeks 1-8:** Formal study of the textbook, highlighting whatever the instructor thinks is most important (the order of the chapters does not have to determine the order of study, and supplementary materials may be introduced)

**Weeks 9-16:** Continuation of formal study of literature (half of each class)
    Workshop of student poems or stories (half of each class)

Poems and stories may be assigned and criticized (by instructor’s written comments) during the first half of the semester, but the workshop proper—the orchestrated discussion of student work by the students—should not begin until the second half. The minimum work required for the course:

- **fiction**
  - 3 2000-word critical papers
  - 2 six-page stories
  - fictional exercises (optional)

- **poetry**
  - 3 2000-word critical papers
  - 8 poems on assignment

All four courses must fulfill the requirements laid out by the General Education Committee. You are responsible for meeting these requirements, which should be included in your syllabus.

**Guidelines for University of Florida Writing Requirement**

Written assignments that count toward the University of Florida Writing Requirement should contain extended analysis and develop original, sophisticated ideas, not merely present hastily written or cursory thoughts. UF Writing Requirement assignments should include such elements as well-crafted paragraphs, a thesis or hypothesis, a persuasive organizational structure (e.g., introduction, body, conclusion; introduction, methods, results, discussion), well-supported claims, and appropriate and effective stylistic elements.

The following sections detail the necessary components for a course to be compliant with the
University of Florida Writing Requirement.

**Information Instructors Must Include in Course Syllabi:**

In addition to the Writing Requirement S/U template, instructors of these classes must provide students with a rubric or detailed explanation of their evaluation criteria for written documents.

Instructors must list information on, or link to, the university’s Reading and Writing Center.

Instructors must require or recommend a writing or style manual. In addition, instructors are encouraged to recommend websites for writing support.

**Procedures for Returning Graded Assignments:**

Assignments must be returned to students with a grade and comments that address the student’s writing skills. Consequently, final writing assignments should be handed in before the last week of class to enable students to access feedback readily and meet with the instructor.

The final paper may be submitted in the last week of class only if a student’s earlier draft has been returned with instructor feedback. However, the instructor should then facilitate meetings with the students so that they may benefit from discussion of the grade and evaluation.

If papers are not returned by the last day of class, then comments must be returned electronically. In the case of electronic courses, the evaluation may be given after classes end but before the final grade is submitted.

**Criteria for Graded Assignments:**

Bibliographies: Extended annotated bibliographies may contribute to the word count if they evidence critical thinking and in-depth analysis. However, they may not be counted if they are simply bibliographies written for a paper or as an exercise to teach a specific disciplinary style, e.g., APA, MLA.

Brochures: Brochures may not be counted if the assignment is mainly a design and layout exercise, using written information verbatim from another assignment or part of a paper. However, if the brochure is an independent assignment requiring separate research and writing, it may count for the Writing Requirement.

Drafts: Drafts of papers and essays cannot be counted for the Writing Requirement. In addition, initial ideas expressed in pre-writing exercises, such as topic statements, free-writing, clustering, mind-mapping, outlining, may not count.

Extended writing projects: Separate but related documents in an extended writing product (such as
proposals, brochures, poster boards, progress reports) may contribute to the word count if they are not merely integrated verbatim into the final writing product.
In-class writing assignments, quizzes, class notes, in-class essay examinations: may not be counted.

Journals, blogs, and reflection or reaction assignments: May not be counted if they approximate free writing and lack organization, critical thinking focus, and integration of ideas into the disciplinary context.

Peer reviews: While peer reviewing is a recognized and valuable editing skill, and instructors may evaluate such activities as part of the final class grade, peer reviews may not count towards the Writing Requirement word count.

Poster sessions: Posters may not be counted if the information on the poster is merely copied from another document. However, if the poster presents new information specifically created for the poster, focused on a particular audience, purpose and context, and contains well-crafted sections of writing, then the poster may count for the Writing Requirement.

Team writing assignments: Team-written documents may not be counted for Gordon Rule credit unless clear individual sections are identified for grading, such that individual students’ writing may be evaluated and graded.
All syllabi for 1000- and 2000- level courses must include the information listed below.

All syllabi for 3000- and 4000- level courses must include all of the information below except for the boilerplate in #4 and except for #11 and #12 in their entirety.*

* Exception: syllabi for ENC 3310 and ENC 3312 must include #12.

1. Course number, course title, section number, time, and room.

2. Your name, office number, office hours, and UF email address (not Gmail or etc.).

3. Course description and goals.
   This should be clear and concise. It should describe both the reading and the writing students will learn and practice. And it should end with the following sentences, or something like them: “This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx#learning.”

4. List of books.

   Note: According to state law, you must post textbook titles online at least 30 days before the start of classes. In other words, they must be available on the text adoption website. On that site, you can direct students to any local bookstore with which you have made arrangements to stock your titles. Or you can give no such direction, in which case the Reitz Union bookstore will order the titles.

5. Assignments.
   List all writing assignments, including word length and all due dates related to each.

6. Grading scale and grading rubric.
   The scale can be a simple chart. The rubric should explain the features of A papers, B papers, and so on.

7. Absence and tardiness policies.
   You may set your own attendance policy, keeping in mind that active participation is crucial to learning in our classes. In any case, you should make clear that prolonged
absences cannot be excused.

Note: We are required to excuse student athletes for athletic events, but they must make up the work. In addition, the English Department extends this same courtesy to students in the band or theater who need to travel for a university-sponsored event. Should any of these students not consult you about an absence and/or how to make up the work, you may report this to their respective departments (Athletic, Music, or Theater).

8. Final grade appeals.
   Indicate one of these options for appeals of final grades:
   - 1000- and 2000- level courses: students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant.
   - 3000- and 4000- level courses: students should consult Prof. Robert Thomson, Associate Chair.
   Point out that grade appeals may result in a higher, unchanged, or lower final grade.

   A run-down of daily reading assignments, writing activities, and significant due dates (e.g., for in-class writing; early drafts and final drafts for out-of class writing; required conferences; library trips; etc.). It should explain general topics to be covered and their order, as well as what work students are expected to do and when.

10. Statement of Composition (C) and Humanities (H) credit.
    Include this, verbatim, on all 1000- and 2000- level syllabi:
    This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see:
    https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx

    Note to instructors: CRW 1101, 1301, 2100 and 2300 do not give H credit, so please omit that part of this requirement when teaching one of those courses.

11. Statement of Writing requirement (WR).
    Include this, verbatim, on all 1000- and 2000- level syllabi, and on syllabi for ENC 3310 and ENC 3312:
    This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see:
    https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx

    Note: Only certain kinds of writing can count towards the 6000. For more information, please consult the writing requirement guidelines.
12. Statement of student disability services. Include this, verbatim:
   The Disability Resource Center in the Dean of Students Office provides
   information and support regarding accommodations for students with disabilities.
   For more information, see:
   http://www.dso.ufl.edu/drc/

13. Statement on harassment. Include this, verbatim:
   UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see:
   http://www.dso.ufl.edu/secr/sexual/

14. Statement on academic honesty. Include this, verbatim:
   All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:
   http://www.dso.ufl.edu/secr/honorcodes/honorcode.php