



Creative Writing Thesis

Course #: ENGL 404 ONL

Credit Hours: 3

Semester: Spring 2022

Faculty: Associate Professor Dr. Jennifer Wheeler

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Office Hours: Online by appointment

Preferred Communication: Email

Modality: Online via Blackboard

Class Location: Online

Required Materials:

Internet access/Wi-Fi and a reliable device with which to access class and course materials on Blackboard online; writing materials (notebook, pen/pencil).

Laptop and Internet Access:

Every student is required to own a laptop and have internet access.

Textbooks:

No textbook to be purchased through the bookstore. All reading materials/texts will be provided digitally or accessed online. You are responsible for accessing these readings as well as classmates' workshop pieces.

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Sihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description:

This course enables fourth-year Creative Writing majors to select, edit, revise, refine and complete a thesis portfolio that contains a collection of polished work in the genres of their choice (poetry, fiction, writing for creative nonfiction, scriptwriting) written during their junior and senior years. There will be a review of technical terms and trends in

contemporary poetry, fiction and drama to insure a sound knowledge of literature. The process will be undertaken with the guidance of a faculty member chosen by the student. (Prerequisite: Major in creative writing and fourth-year standing)

Together, we will read from a broad range of fiction writing to help illuminate the different roads we might take to begin to build our own creative writing.

Class sessions will include craft discussion, close reading/discussion of assigned texts, writing exercises/prompts, and a writer’s workshop (at the end of the semester). Occasionally, we will watch videos of interviews, readings, and craft talks.

Course Objectives:

The thesis is composed of a creative project that demonstrates a thorough understanding of and grounding in narrative, structure, and creative process. The thesis should also reflect a refined level of ability to analyze, critique, and edit self.

1. The creative project will display the student's originality and talent.
2. The creative project will make a contribution to its form or genre.
3. By the semester's end, the creative project should be in a state suitable for submission to a journal, a print publisher, or a digital publisher.

COURSE OUTCOMES	COURSE MEASUREMENTS
A. The student will produce a collection of her or his best work in the genre of choice.	A. The thesis will be reviewed and accepted by a committee of Creative Writing faculty.
B. The student will demonstrate knowledge of stylistic trends and technical terms in literature.	B. An exam covering terminology and knowledge of trends in literature will be administered near the end of the senior year.
C. The student will be able articulate the aesthetic and thematic positioning of her or his work within the body of Native American literature.	C. The student will write an essay explaining their work in terms of influences and innovation within Native American literature.
D. The student will work with a thesis committee comprised of readers selected by the student in consultation with the professor.	D. A committee comprised of a Chair and two members will be chosen by the student in consultation with the professor at the beginning of the thesis semester.

Grading Content:

- Reading and writing assignments
- Journal/Discussion
- Thesis Committee Work
- Midterm Essay
- Creative Writing Thesis Portfolio
- Submission/Presentation

Course Policies:

Students are expected to assume full responsibility for meeting all deadlines; adhering to meeting schedules with their mentor or thesis committee chair; timely submission of drafts and revisions; incorporating critiques and advice into the shaping of their project, and for maintaining close communication with their thesis committee members or thesis committee chair.

Course Activities: This schedule is a living document, so expect updates. In order to be responsive to the needs of the class, changes may be made from time to time. As the term develops, changes will be made often, as suitable and necessary, and this will be updated on Blackboard regularly. Please plan to check the schedule regularly to keep updated with any adjustments. *Specific assignments and instructions will be posted Blackboard weekly.*

Week	Date	Class Topics/Reading Due	Assignments Due	Assessments
1	1/18-21	First week of class / Introductions Course syllabus review	All assignments TBA/Posted on Blackboard	All assignments TBA/Posted on Blackboard
2	1/24-28	Existing Portfolio Review		
3	1/31-2/4	Native American Literature Literary Journals/Magazines CW 1		
4	2/7-11	Native American Literature Literary Journals/Magazines CW 1 Draft		
5	2/14-18	Establish Creative Writing Thesis Committee CW 2		
6	2/22-25 (Holiday 2/21)	Work with Thesis Committee CW 2 Draft		
7	2/28-3/4	Work with Thesis Committee CW 3		
8	3/7-11	Midterm Exam – Essay Due		

		CW 3 Draft		
	3/14-18	<i>Spring Break</i>		
9	3/21-25	CW 4		
10	3/28-4/1	CW 4 Draft		
11	4/4-8	CW 5		
12	4/11-15	CW 5 Draft		
13	4/18-22	Work with Thesis Committee		
14	4/25-29	Work with Thesis Committee Submission/Presentation		
15	5/2-6	Work with Thesis Committee Portfolio Preparation		
16	5/9-12	Revision work/Wrap up Final Portfolio Due		

Attendance:

While this course is not structured or organized like other classes (students will work largely independently), there is nonetheless an expectation of regular attendance in terms of adherence to a set schedule of meetings with the thesis chair and committee members, established by the mutual consent of student and committee, throughout the semester. Failure to attend three successive meetings without a legitimate reason, or failure to adhere to an agreed upon schedule for submission of creative work for critique and evaluation, will result in a penalty that will be determined by the committee including but not limited to a failing grade or removal from consideration for the degree.

Academic Integrity:

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be entirely the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the college community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the

instructor. All submitted work will be subject to review and investigation if any fraud is suspected.

Plagiarism:

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Every student in this course is expected to submit their original work for each and every assignment. The work must be authored by you (and only you) and only for this course. Any referenced sources must be cited.

Self-plagiarism occurs when you submit your own previously produced work, which you have written in another course or at another time. You are not allowed to self-plagiarize in this course.

What is Self-Plagiarism?

- The student submits a poem for class that she wrote last year for a different class. Another student may re-write an old story a little bit to make it conform to the assignment, but much of the story is the same. A third student may write an essay to satisfy writing assignments in two different courses. A fourth student may submit a piece of writing they created in high school.
 - o No effort is made to cite and document the student's own earlier work.
 - o Nothing indicates that this work was not completed as a learning activity assigned in this course.
- This is NOT what we normally think of as plagiarism because the work submitted is still the student's own work. She is NOT presenting someone else's work as her own.
- However, by recycling work already done, the student is skipping the learning activity designed by the professor to achieve the stated student learning outcomes. While the student skips work, the professor must still read, grade and provide feedback. Normally, students who choose not to complete an assigned learning activity get a grade of zero for that activity.

Assignments and projects are intended to be significant learning activities within their courses. A student who submits last year's work for a class this year is essentially skipping that learning activity, just like the student who doesn't do it at all. Even a student who revises and updates a project is skipping parts of the process.

Dine Philosophy of Learning:

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are

essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumoła:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities:

The Navajo Technical College and the Humanities and English Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangement can be made. Students who need an accommodation should also contact the Special Needs Counselor.

Email: Students are required to use NTU's email address for all communications with faculty and staff.

Note: This course syllabus may be modified as necessary by the professor at any time during the semester.