

CREATIVE WRITING IN MINISTRY SYLLABUS

I. COURSE DESCRIPTION

A study of the principles and techniques of effective writing, designed to prepare students for writing in the Christian field. Students will write and read their own material in class as well as edit and critique the writing of their fellow students. Enrollment limited to 15 students. *3 hours*.

II. COURSE OBJECTIVES

By the time you are through with this course, you should be able to: write honestly, creatively, clearly, and relevantly.

To write **creatively**, you must know your God.

To write **honestly**, you must know yourself.

To write **clearly**, you must know your audience.

To write **relevantly**, you must know your world.

III. TEXTBOOKS

A. Required

Dillard, Annie. *Pilgrim at Tinker Creek*. New York: Harper & Row, Publishers, 1974. 304 pages.

L'Engle, Madeleine. *Walking on Water: Reflections on Faith and Art*. New York: Water Brook Press, 2001. 198 pages.

Rico, Gabriele. *Writing the Natural Way*. 15th Anniversary Edition. Los Angeles: J. P. Tarcher, Inc., 2000. 262 pages.

B. Suggested

King, Stephen. *On Writing: A Memoir of the Craft*. New Jersey: Pocket Books, 2012. 297 pages.

Zinsser, William. *On Writing Well: The Classic Guide to Writing Non-fiction*. London: Hodder Paperbacks, 20012.

C. Supplementary Bibliography

(Separate class handout)

IV. COURSE REQUIREMENTS

A. Reading Assignments:

Reading (thoroughly) every assignment of *Writing the Natural Way*.

Read *Pilgrim at Tinker Creek*.

Read *Walking on Water: Reflections on Faith and Art*.

B. Written Assignments:

1. Post assignments in PDF format (12 point, 1 ½ space unless experimenting with poetic layout).

Handwritten manuscripts **NOT ACCEPTED**.

2. Post assignments on Canvas by 1:00 p.m. **MONDAY**.

3. Post your **Cluster** with each assignment. Clusters may be hand-drawn or created on computer.

4. Limit: **1 page per DYH** (= "Directing Your Hand"), and **1 page per cluster**.

5. Once a paper is submitted it is locked, graded and returned; no re-submissions.

6. All DYHs and Clusters must contain the following info:

Name
DYH + page# in WTNW
Your Title; Date it is due (not of composition)

C. Reading Procedure:

1. **Be prepared to read the assignments and write notes for your classmates. Make comments in the PDF submission of your classmates, or separately in a Word Doc if you prefer.**
2. First Reading – listen to the reader without taking notes (pens down).
3. Second Reading – take notes.
4. Critique the author’s work; *the author may not defend or explain the work unless so directed by the professor.*
5. Each author will, as a general rule, receive the same amount of time as the others in the class. The professor reserves the right to spend more or less time reviewing any given assignment.
6. **On those days when you have two DYH assignments, come prepared to read both in class**

D. Viewing Online Lectures:

Be sure to view the lectures BEFORE you compose the writing assignment for any given day. Since you will hand in your assignments on the MONDAY before our TUESDAY class, that means you must watch the online lecture for that class prior to MONDAY. For example, since you will be handing in your first writing assignment and cluster on Monday, 9/7, you will need to view the online lecture *prior* to doing the writing exercise. Then, we will discuss your cluster and the writing assignment on our meeting day of 9/8.

E. Quizzes and/or Exams:

There will be no quizzes or exams

V. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

Class Interaction: 15%; Reading: 10%; Writing: 75%

Papers will be graded on honesty, creativity, clarity and relevancy.

B. Class Participation

Students are expected to participate in editing and verbally evaluating the work of fellow classmates in a constructive way.

C. Late Assignments

Late assignments will be accepted up to 24 hours after the assignment is due online, with an automatic grade reduction of 2 letter grades. (“Late” means any time after 1 p.m. on the Monday before the assignment is due). ***If the assignment is not posted by 1 p.m. on Tuesday, it will not be accepted.***

D. Online Meeting Format

We will be meeting online via Zoom. I will send you a link through Canvas as well as a link to the lectures.

E. Absences

Absences policy is outlined in the Student Handbook.

F. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	

*Note about quality of work: Students must use strong verbs in their writing. On each assignment the student may use only one form of the verb "to be" per DYH/page. ****Forms of "be" include be, am, are, is, was, were, been, being, become, becoming. We will deduct 1/2 letter grade for each additional "be" verb.***

G. Gender-Inclusive Language

All written submissions should strive to use gender-inclusive language. While doing so has become standard academic practice, this request is not merely an attempt at political correctness. As a gospel-shaped, gospel-centered community of learning, we have compelling reasons to think, write, and speak in such a way as to insure that none are either intentionally or inadvertently excluded by our use of language. Consider using "humans," "persons," "humanity," or "humankind" rather than "man" or "men" when referring to human beings in general. Consider alternating between the use of "he" and "she" as generic pronouns or substituting the use of the plural ("they," "them," "their") when appropriate.

H. Receive Weather Alerts by Text Message

DTS also wants you to be aware of our emergency texting service. We strongly urge you to go to <http://dts.ssalert.com> and sign up to receive emergency texts related to weather or school closing. Even in a remote classroom environment, we want you to be aware of weather-related emergencies for safety's sake.

VI. COURSE SUPPLEMENTAL INFORMATION

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

Date	Lectures & Assignments	DUE Remember: submit your DYH & Cluster on Canvas on <u>MONDAY!</u>
8/25	Syllabus Review Review: MW5301 CW Intro Lecture.mp4	Nothing due today
9/1	Rico Chapter 1: Opening Read Dillard, ch. 1 Read L'Engle, ch. 1	Chapter one of WTNW; DYH (p.9) NB: On the Chapter 1 assignment: do all 4 parts of "Directing Your Hand" (= DYH). Get all four onto one page.
9/8	Review: MW5301 CW Cluster #1 Rico Chapter 2: Clustering Dillard, 2–3 L'Engle, 2	Rico Chapter two : DYH (p.34) + Cluster (Free Form)
9/15	Review: MW5301 CW Cluster #2 Rico Chapter 3: The Receptive "I" Rico Chapter 4: The Self-Reflective Mind L'Engle, 3 Dillard, 4	Rico Chapter three : DYH (p.57) + Cluster Rico Chapter four : DYH (p.80) + Cluster Clusters must include Free Form AND Line, Color, Texture, Mass
9/22	Review: MW5301 CW Cluster #3 Chapter 5: Discovering Design Trial Web Shift Chapter 6: The Zen of Improvising Rico, 5–6 Dillard, 5–6	Rico Chapter five : DYH (p.84) + Cluster Rico Chapter six : DYH (p.100) + Cluster Clusters must include Free Form, LCTM, AND See, Hear, Taste, Touch, Smell
9/29	Review: MW5301 CW Cluster #4 Chapter 7: Recurrences: The Unifying Thread Chapter 8: Language Rhythms: Music in Words	Rico Chapter seven : DYH (p.111) + Cluster Rico Chapter eight : DYH (p.127). + Cluster Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How
10/6	Chapter 9: Images: Inner Eye	Rico Chapter nine : DYH (p. 138); + Cluster DYH (p. 141) + Cluster Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How

10/13	Chapter 10: Wedding Word to Image: Metaphor	Chapter ten : DYH (p. 162) + Cluster Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How
10/20	Chapter 11: Nuances: The Many Voices in the One	Rico: Chapter eleven : DYH (p. 185) +Cluster Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How <i>Prepare for next time:</i> Take a nature walk. Write a short (no more than $\frac{3}{4}$ page) prose or poetry account of your observations in the style of Dillard or King
10/27	Read/Analyze Nature Piece written in the style of Annie Dillard	Nature Piece written in the style of Annie Dillard + Cluster Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How
11/3	Chapter 12: Yin Yang: Polarity & Creative Tension Chapter 13: Brevity and Re-Vision	Rico Chapter twelve : DYH (p. 201) + Cluster Rico Chapter thirteen : DYH (p. 221) + Cluster Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How
11/10	Chapter 14: Designing Constellations	Before and After: DYH (p. 8-9) + Cluster Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How <i>Do not consult your original</i>
12/1	A conversation with Noah Elias. Please visit www.noahfineart.com	Nothing due today.

12/8	Read from your reflections on our conversation with Noah Elias.	Clusters must include Free Form, LCTM, SHTTS, AND Who, What, When, Where, Why, How Reading Report Due
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