School for New Learning
DePaul University
"Creative Ink"
Fall 2016

Faculty: R. Craig Sautter
7658 N. Rogers Avenue
Chicago, Illinois 60626
(773) 262-5806
rcsautter@aol.com

Location: Loop Campus
Dates: Mondays, September 12 – November 14, 2016
Hours: 5:45-9:00 p.m.
Credit: 4 Quarter Hours

Course Description
Writing is one of the supreme ways a person can learn about themselves and the intricate worlds that surround them. Discovery of the sound and sense of language is often a mystifying excursion, a delightfully serious form of investigation and definition. Not only is writing, in its creative moments, a path of deep discovery, expression, and communication, but it is a primary medium for observation, advanced thinking, and an unleashed imagination, which is at the center of it all. It is a competence that can provide life-long pleasure.

This course will carry students through a series of creative writing exercises aimed at stimulating their imagination and discovering or amplifying their literate voice. Both advanced writers willing to challenge their own abilities and insights, and relative novices with little creative experience who wish to expand their writing skills, will fit into this class.

Students will be exposed to a variety of techniques for writing poetry and short stories. The course will combine in-class individual and group writing sessions and independent out-of-class writing and revising.

Students will be expected to write no less than an hour a week on their own and to bring something they have written to class each week. Students will also read and discuss anthologized poems and stories by noted writers. And they will learn how to find outlets for their completed creative work in literary journals and magazines.
Competences
The Arts & Ideas Category

A-1-C Can analyze artistic or textual works in terms of form, content, and style.

A-2-A Can create an original work of art, explore its relationship to artistic form, and reflect on the creative process.

A-2-X (Student negotiated competence.)

A-5 Can define and analyze a creative process.

Learning Experience
Students will have 10 weeks to dedicate themselves to the pleasures and challenges of creative writing. We will start writing a few poems, exploring the creative process, reading and revising our work. Half way through the class, we will take our skills for writing poetic lines into the longer form of writing short stories. We will work until we have at least one completed and revised short story. We will also read, discuss, and analyze our own work plus poems and stories of noted writers found in anthologies.

Upon successful completion of this course, students should have:

1. A better understanding of the creative process and ways that they can tap into it;

2. An appreciation and understanding of diverse forms of poetry and short stories;

3. An ability to analyze a poem or story, and more importantly to critically evaluate and revise their own work;

4. An ability to intelligently talk about poetry and fiction;

5. Demonstrated their relevant competences.

Learning Strategies
1. Writing, writing, writing;

2. Reading poems and stories, analyzing these and our own writing, class discussions and readings;

3. The Internet, tapes and films;

4. In-class writing exercises each week ... revision and improvement of class work during the student's own time.
Learning Tools
1. Pen or pencil or electronic writers;
2. Paper;
3. Imaginations.

Required reading:


Evidence Students Will Submit
1. On week 10, all students will submit a spiral notebook containing the evidence students wish to submit to support demonstration of their competences. This notebook should contain a record of pieces they have written in the class, with revisions (in order of last to first) and any out-of-class writing. Week 11 is not a class week, but students can finish any outstanding work.

2. At the beginning of the notebook, include a weekly reading log of the poems, stories, or other relevant things you read from the anthologies or other sources during the 10 weeks.

3. At the end of the notebook, keep a list of new vocabulary words you learned in the poems or stories, plus a definition of the words.

3. Additionally, weekly contributions to class discussion and analysis will be considered as major evidence of new learning or prior competence.

Criteria for Assessment
Your grade will be based on:

1. Completion of all reading and writing assignments;

2. The quality of your writing;

3. The quality of your class contributions to large and small discussion groups;

4. Your development as a writer.

Have fun in this class and your grade will take care of itself.
Fall 2016 Schedule

Session 1: September 12, 2016  Overview, in-class poetry writing
Session 2: September 19, 2016  Discuss anthology poems, in-class writing
Session 3: September 26, 2016  Discuss anthology poems, in-class writing
Session 4: October 3, 2016  Discuss anthology poems, in-class writing
Session 5: October 10, 2016  Discuss anthology poems, in-class writing
Session 6: October 17, 2016  Discuss anthology poems, in-class writing
Session 7: October 24, 2016  Discuss short stories, in-class writing
Session 8: October 31, 2016  Discuss short stories, in-class writing
Session 9: November 7, 2016  Discuss short stories, in-class writing
Session 10: November 14, 2016  Final class, notebook due, final class project
Session 11: November 21, 2016  No class, all work in my hands for grades

DePaul/SNL Resources

Faculty
R. Craig Sautter is a poet, writer, editor, publisher and political consultant. He is the author of 10 books, including a volume of poetry, *Expresslanes Through The Inevitable City*, plus non-fiction books, *26 Martyrs for These Latter Perilous Days* (with Curt Johnson), *New York Presidential Conventions, The Pre-TV Era (1839-1924)*, *Philadelphia Presidential Conventions* (1848-2000), *Inside the Wigwam, Chicago Presidential Conventions 1860-1996* (with Alderman Edward M. Burke), (see [www.presidentialconventions.com](http://www.presidentialconventions.com)) *The Wicked City: Chicago from Kenna to Capone* (with Curt Johnson,) *Floyd Dell: Essays from the Friday Literary Review 1909-1913*, and *Smart Schools, Smart Kids* (with then *New York Times* Editor Edward B. Fiske and Sally Reed.) His poetry also has appeared in literary magazines across the nation, in art shows, and a movie, "Wild Blue Moon."

For several years, he served as "poet-in-residence" to 36 schools in upstate New York and for the Illinois Arts Council. He also writes and produces TV and radio ads for political campaigns (see [www.sauttercommunications.com](http://www.sauttercommunications.com)). He was the 47th president of The Society of Midland Authors ([www.midlandauthors.com](http://www.midlandauthors.com)). For the past 35 years, he has taught a variety of courses at SNL. He’s recipient of several teaching awards. He was appointed and reappointed to the Abraham Lincoln Presidential Library Advisory Board by the governor of Illinois.
Student Consultation
Feel free to contact the instructor to clarify work, discuss problems, or ask for guidance.

Call (before 9 p.m.) or e-mail to explain absences or get assignments or discuss other issues. (First try to get assignments from classmates.)

DePaul Policies:

DePaul University Academic Integrity Policy
DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

DePaul University Incomplete Policy
Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an SNL Syllabus Template, updated 1/14/14 6 Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification. n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

For Students Who Need Accommodations Based on the Impact of a Disability
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. Please contact your instructor as early as possible in the quarter, preferably within the first week or two of the course. All discussion will remain confidential. Please be sure to contact the following office for additional information:
Writing Help
For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/.
[In addition, consider adding the Writing Centers’ syllabus supplement available here http://condor.depaul.edu/writing/instructors/syllabus.html]

Description of Pass/Fail Grading Options
There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C will earn a Pass in these classes.

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student’s preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and SNL Syllabus Template, updated 1/14/14

7 Externship (course number LL 302; competences L-10 and L-11).

In addition, SNL’s undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

In addition, students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher. In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student’s grade point average.
For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university’s specification that only twenty credit hours may be earned through the Pass/Fail assessment option. If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.