

**2017 Fall EH Courses**  
**Writing Course Descriptions**

**EH 102: Seminar in Critical Thinking and Writing**

Various professors and times.

A seminar on college-level writing and critical inquiry. The course emphasizes clear and engaging prose, persuasive reasoning, various rhetorical strategies, research documentation, and standard English grammar and mechanics.

**EH 204: Writing for the Media**

Brock, TTH 9:30-10:50

“Writing for the Media” (EH 204), originally titled “Writing for the Print Media,” is designed to familiarize students with myriad aspects of journalism and to provide them opportunities to practice professional, non-academic writing in a variety of formats. During the fall semester of 2015, blogging will become an integral part of the course for the first time.

You’re going to read a lot. We will focus on active, critical reading of stories published in newspapers and magazines and on blogs, and in-depth exploration of how ideas and information are presented in those stories. Deep engagement with model texts will help you prepare for your own assignments, and you’re going to write almost as much as you read. After learning interview techniques and methods of observational research, you will write at least one story in each of the following categories: feature, profile, criticism, news, obituary, Q&A, narrative nonfiction, multimedia reporting and oddities. (Oddities? What does she mean? Just you wait, kiddos. You’ll know soon enough.) You will create and maintain your own blog and (possibly? probably? most likely?) contribute to a blog that the class creates together.

Critical thinking and good writing are the essential ingredients of all journalism, but these are no longer sufficient to get you a job. You must also have some social-media savvy. Because the first word of the course title is “Writing,” that subject will be our focus, but I’d be derelict in my duties to you if I failed to include at least a brief survey of the technological tools that are used by professionals and citizen-journalists worldwide. That’s why each one of you will complete *at least two multimedia reporting assignments* before the end of the semester. We will emphasize the analog as well as the digital, occasionally using pencils, sketch pads, construction paper, scissors and glue.

In summary, we’re going to have a bang-up good time learning how to write stories that are accurate, informative and interesting.

**EH 205-A: Introduction to Creative Writing (CE)**

Ullrich, TTH 2:00-3:20

EH 205, Introduction to Creative Writing, consists of beginning work in creative writing in the genres of poetry and fiction. Other genres may be examined at the discretion of the instructor[s]. Using a combination of in-class exercises, readings, and workshops, the course introduces students to the fundamentals of creating, reading, and evaluating poetry and short fiction. Students who enroll in this course should (1) be able to take risks by writing poetry and fiction that is personal and honest, (2) have an appreciation for the craft of language and (3) understand that art, no matter how organic, has shape and structure. Prerequisite: EH 102 or 208.

**Objectives:** The purpose of this section of EH 205 is to introduce students to the basic techniques of creating, reading, and evaluating poetry and fiction. Students can expect a great deal of writing—both in- and out-of-class exercises to build skills, as well as longer, finished projects—and a good deal of class discussion. In this section of EH 205 each student is required to read and evaluate the creative work of his/her classmates in a workshop setting. This class is a workshop, not a tutorial; individual attention to creative work occurs within a classroom setting.

**Requirements:** The requirements are: (1) at least four formally submitted poems; (2) a series of preparatory short-short works of fiction; (3) a short story of 12-20 pages; (4) written critiques of all pieces submitted for workshop; (5) class preparation and participation; (6) a final portfolio of revised writing; (7) a final retrospective analysis of your growth as a writer; (8) a willingness to risk and a sense of humor.

**EH 205-B: Introduction to Creative Writing (CE)**

Thompson, TTH 12:30-1:50

This is a writing course taught by a professional writer. By the end of the semester, you must demonstrate your proficiency as a writer AND an editor in a wide variety of writing tasks, small and large, in order to be successful in this course. You will be asked to review your own work, the work of your peers, and the work of professional writers in order to become more adept at revision and editing. The skills you acquire this term will be useful in every writing endeavor you attempt, regardless of your profession, for the rest of your life. This course will teach you the basic techniques of writing, reading, and evaluating your own work and that of others.

**EH 205-C: Introduction to Creative Writing (CE)**

Sprayberry, TTH 8:00-9:20

EH 205, Introduction to Creative Writing, consists of beginning work in creative writing in several genres, including fiction, poetry, and either drama or creative nonfiction, at the discretion of the instructor[s]. Using a combination of in-class exercises, readings, and workshops, the course introduces students to the fundamentals of creating, reading, and evaluating short pieces of creative writing. Prerequisite: EH 102 or 208.

**Objectives:** The purpose of this section of EH 205 will be to teach students the basic techniques of creating, reading, and evaluating poetry, fiction, and creative nonfiction. We will study the elements of creative writing across the three genres as well as discuss distinctions between the genres. Students can expect a great deal of writing—both in- and out-of-class exercises to build skills, as well as longer, finished projects—and a good deal of class discussion.

**Requirements:** The requirements are: (1) a journal of writing and reading response exercises; (2) at least four formally submitted writing assignments—two-three poems, a short-short, and either an extended piece of fiction or a nonfiction piece (3) verbal critiques of all pieces submitted for workshop and written critiques of all pieces not workshopped; (4) class preparation and participation; (5) attendance at one related Common Hour or off-campus event (attendance at additional ones for extra credit); (6) at least one conference with the professor; (7) a final portfolio of revised writing; and (8) negative capability, a willing suspension of disbelief, and a sense of humor.

### **EH 208-A: Intermediate Writing**

Ashe, MW 11:00-12:20

I have designed Intermediate Writing to help you practice your analytical and research skills as well as your skills in written and oral communication. I consider the classroom to be a research and response community, wherein at times we work together to come up with meanings for various texts, and at other times we share our own (and comment on each other's) research and writing.

### **EH 208-B: Intermediate Writing**

Johnson, MW 2:00-3:20

EH 208 is designed to help students become better critical readers and thinkers, and most of all, better writers. The course is based around an understanding of audience and an attempt to make our work engaging to different kinds of readers. This course also understands that, today, “writing” is not simply words on a page; contemporary writing utilizes a number of mediums other than the printed page—for example, sound, images, hypertext, flash, and so on. We will, therefore, be writing in a number of different mediums, utilizing visual rhetoric in addition to textual rhetoric. Students will design their own research projects and represent their inquiries through a number of different writing genres.

## **EH 301: Fiction Workshop**

Stitt, MW 11:00-12:20

This is a workshop in fiction writing. The class requires that you write clearly and well, that you create concrete realities that (perhaps unfortunately) do not yet exist, and that you interact with your classmates to improve your writing and theirs. The grade you receive in here will reflect the quality of your writing, your obsession with detail, the vividness of your imagination, and your active participation in the course.

Successful English 301 students will demonstrate a high level of linguistic competence, will organize their thoughts and words and sentences and sensations into a coherent pattern, will have an appreciation for the sound as well as the meaning of language, will observe the sensory and social worlds with care, will display an awareness of multiple points of view, will be (for the most part) intolerant of clichés, and will give serious thought to how story and description create meaning.