



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: ENGL

Course Title: Creative Writing Capstone

Year: 2025

Course and Section #: 4490-001

Credits: 3

Course Description

Applies a variety of advanced techniques for preparing creative manuscripts in a number of genres. Focuses on revising, editing, and polishing work previously shaped in intermediate and advanced creative writing courses. Addresses challenges of composition, theory, and practical tools for pursuing publication. Focuses on the production of a final portfolio acceptable for graduate school applications, submissions to appropriate publications, and presenting in readings and other public events. Investigates processes for bridging the gap between generating drafts and moving successfully into the community of active writers.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Kara van de Graaf

Student Learning Outcomes

Upon successful completion, students should be able to:

1	Recognize requirements for publication in one or more genres of creative writing (fiction, creative nonfiction, or poetry)
2	Describe their intentions, best practices, and goals for writing in their genre
3	Rewrite work drafted in previous courses in preparation for publication according to accepted criteria

4	Create a portfolio of completed work acceptable for graduate school applications, publication submission, readings, and application for employment
5	Assemble a set of practical tools in anticipation of publishing, presenting, practicing, getting paid for writing

Course Materials and Texts

All course materials will be available on Canvas via PDF. During our class sessions, you will need access to these texts. You can either print the PDFs in hard copy before class or bring a laptop/tablet with a keyboard to class with you. If you arrive to class without one of these access options, or use your phone to access texts during class, you should consider yourself unprepared for class that day.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading in this class might work a little differently than in other courses you've taken in the past. Rather than receiving formal letter grades from me, you will complete five self-assessments (called "reflections") throughout the semester in which you reflect on your performance in four key areas of class. You will assign yourself a grade in each of the areas during these assessments.

These letters, which are less about grades and more about taking stock of *how* you learn, are the only formal assessments you will receive this semester. Please ensure you complete these thoroughly (and on time) to receive credit for your work. I reserve the right to alter your score if your assessment does not reflect the work you've completed for class. The four areas you will evaluate this semester are:

Timeliness & Preparation (25%): How did you read student or published work, annotate texts in advance of class, or otherwise prepare for our class sessions? How much time did you spend preparing for class? Did you attend our face-to-face class sessions on time and ready to participate? When you look at Canvas, what can you tell about your timeliness with assignments? Do you have any missing assignments? On whole, did you manage your time well these past weeks? Did you take care to complete assignments to the best of your ability and without rushing?

In-class Participation & Collaboration (25%): What did you contribute to our in-class community during the last few weeks? How did you contribute to our online spaces, such as annotations or workshops? Were you able to be fully present in class, or did you feel distracted by life/technology/other stuff? What did you share with us during class work and discussion? How did you help further your own and others' understanding? What did you do to move our class conversations forward?

Professional Development & Growth (25%): In your assignments during this unit, what did you do to contribute to your professional development and growth as a writer? How has your work, inside and outside of class, helped you to move closer to identifying and achieving your professional goals? Are there ways you used these assignments to your advantage? Did you engage in any activities above and beyond class to help you get there?

Challenge & Risk (25%): Over this last unit, how did you encourage yourself to move beyond what you already knew how to do when you entered our class? How did you challenge yourself in your writing

and other assignments? Were there any choices you made in your work that felt risky, something you weren't sure would work? If you worked on revisions, did you challenge yourself to try something radical, even if you didn't keep it in the end?

Required or Recommended Reading Assignments

Assorted excerpts of creative writing compiled in PDFs about Hooking the Reader, Structure, Sense & Image, Voice & Originality; "Cat Person" by Kristen Roupenian; "Cat Person & Me" by Alexis Nowicki; "Who is the Bad Art Friend?" by Robert Kolker; Mike Markel and Stuart Selber's "Applying for a Job"; UVU Career Center Resume Handout, Harvard Extension School Cover Letter Guide; Graduate School Timeline, The Difference Between a Resume and a CV, Writing the CV; "Why I Write" by George Orwell, "This I Believe" essay by Luis Urrea, "This I Believe" essay by Amy Tan; Nobel Lecture by Toni Morrison, Windham Campbell Lecture by Lydia Davis

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Introductions (choosing creative pieces for writing development and workshop)

Week 2: Hooking the Reader

Week 3: Structure

Week 4: Sense & Image

Week 5: Voice & Originality

Week 6: Individual Feedback Conferences

Week 7: Working in the Profession (Viral texts)

Week 8: Working in the Profession (Art & Ethics)

Week 9: Working in the Profession (Art & Ethics)

Week 10: SPRING BREAK

Week 11: Publication Materials

Week 12: Job Materials

Week 13: Grad School Materials

Week 14: Why We Write

Week 15: "Why I Write" Student Presentations

Week 16: "Why I Write" Student Presentations

Required Course Syllabus Statements

Generative AI

Artificial Intelligence (or AI) is a technology that is changing the landscape of what it means to write. It's very likely that AI literacy will be an important writing and thinking skill for you personally and professionally after this course. It's not useful to ignore AI, especially because it is a learned skill, but it also cannot replace our own thinking, writing, and efforts to connect with other human beings.

Using AI to write all or portions of an assignment is considered an academic integrity violation by UVU and the English department. I encourage you to familiarize yourself with these policies in the syllabus or online. Very often, software such as Grammarly, which proofreads or edits a document rather than writing it, can still be flagged as AI. If you have questions about whether AI is allowable on any part of an assignment, **please get in touch in advance of completing the work to verify.**

If we determine together that an assignment was written solely or partially by AI, this assignment will not receive credit for our course. Repeated violations of this policy may result in a complete failure of the course in addition to an academic dishonesty report on your student record. Please reach out if you are in doubt or need help on an assignment! I'm here, and I want to help you be successful in class.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.