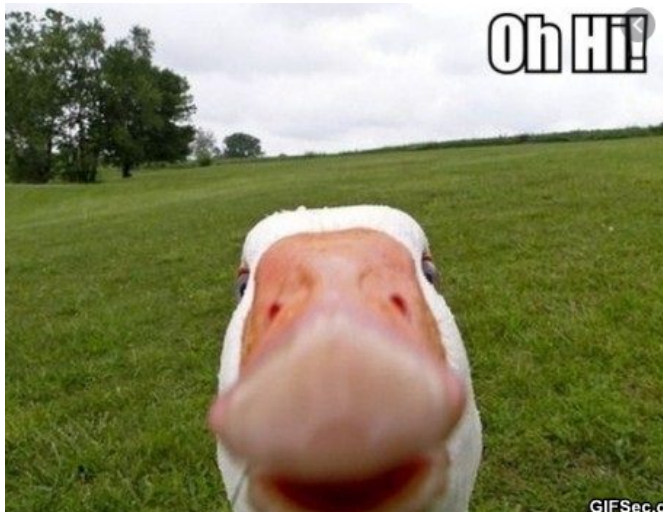# Creative Writing

ENGL 71

Spring 2026   Section 03   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/22/2026

Hi! I'm Professor Au-Co (O-ka) Tran. And I will be guiding you through our ENGL 71 course this semester.

SECTION	03
DAYS/TIME	M/W 1:30PM - 2:45PM
LOCATION	Hugh Gillis Hall 120

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

This is a fully in-person course.

Note: Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

👤 Contact Information

Email: au-co.tran@sjsu.edu, but message me through Canvas or Discord. Emails may get buried under other emails. Canvas/Discord is just for students.

Virtual Office Hours: Tuesdays: 2PM - 4PM (Zoom only) No appointment necessary. Zoom link can be found on Canvas under the GENERAL INFO Module. For meeting times outside of this window, in-person or virtual, appointments are necessary; contact me via Canvas, Discord or in class to set it up.

Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.) Please familiarize yourself with the system so that you can turn in assignments on time.

Contacting me: Contact me through Canvas. I will get back to you within 48 hours during the week. I generally don't check my message after 6PM on weekdays and at all over the weekend so keep that in mind.

Discord: Additionally, I highly encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. Request Discord info through Canvas messaging or ask a classmate.

Note: the responsibility to reach out when you need help or don't understand something is *on you*. Therefore, you are encouraged to come to office hours if you need clarification or extra help.

🕐 Course Information

Section-specific Course Description

In this course, we will study works of literature and study how language is used to paint an image, tell a story, and create worlds that are as vivid and as real as our lives. The understanding that we gain from reading those pieces will hopefully help us gain an understanding of our own stories and how we can best tell them through writing. Lastly, we will learn to recognize that subject matters are all around us and there are no subjects too ordinary or boring to write about.

💻 Course Description and Requisites

Examinations of works of poetry, creative nonfiction and short fiction as expression of human intellect and imagination, to comprehend the historic and global cultural contexts, and recognize issues related to writing of diverse cultural traditions. Students will also write poetry, creative nonfiction, and short fiction.

Satisfies 3A. Arts (Formerly Area C1).

Grading: Letter Graded.

✳ Classroom Protocols

A note about life, etc etc.

If there's anything that 2020 has taught us, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments. But it is *your* responsibility to reach out to me so we can work out a plan together. I can't know that you need help/accommodations unless you tell me.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

General Class Policy

Attendance: You are expected to show up every day we have a meeting and participate.

You don't need to inform me if you have to miss a class. You can just check the weekly bulletins (explained below) on Canvas and with your peers on Discord for materials missed. If there's anything that you still need clarification on, come to office hours or make an appointment. Please don't simply message me and ask "did I miss anything important?"

DO let me know if there are larger issues that require you to miss several classes and we'll figure out a solution together.

Food & Drink: I would prefer it if you didn't eat during class as it can be distracting to your classmates and myself. However, if you absolutely must need to eat something, please only have quiet foods with no overwhelming smells. (No chips, crunchy fruits, fish, etc.) Drinks are fine.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

Submissions and Late Policies

Submissions: I will only accept submissions on Canvas. You will be informed of any exceptions to this.

Late Policy: Please keep in mind that the pacing of this class leaves very little room for late submissions. That said, I do have specific time periods for each assignment category for which I will accept late work. These will be reflected in each Canvas assignment. ("Due date": the assignment is due and you can get full credit if you submit the assignment before that date/time. "Available until": you can get partial credit if you turn it in by this date.) Once the assignment is closed, I will no longer accept late work.

- For warm ups:* These are the only assignments for which I will not accept late work. You are given time in class to do the assignment and will have until midnight Thursday each week to submit the assignment (for both Tuesday and Thursday warm ups).

- For in-class activities:* Please see the following table.

Attendance	Submission Status	Waiving Deductions See below table for further explanation.	Credit
Present	Submitted on time	///	100%
Present	Submitted late	///	70%
Absent	Submitted late	///	50%
Present	Submitted late (within 2 weeks after due date)	Submitted assignment, then attended office hours to discuss activity & response before the Available Until*" date	100%
Absent	Submitted late OR on time	Submitted assignment, then attended office hours to discuss activity & response before the Available Until*" date	100%
Absent	No submission	///	0%

On Canvas, the "Due Date" is the deadline. You have until the "Available Until" date to turn in assignments for late credit and attend office hours to waive any point deductions. Submissions after the assignment is closed will not be accepted.

Assignments submitted after the due date, but before the "available until" date will be considered late.

To waive the docked points penalty for late in-class activities, you must ask a peer for the prompt and do the assignment on your own before coming to office hours before the "Available Until" date.

- For writing exercises/reading responses/self-evaluations: assignments will be accepted up to two weeks after the deadline has closed for an automatic 70% credit. To waive the deduction, see policy for in-class assignment.

- For rough drafts: submissions will be accepted up to two days after the due date, but it is up to you to find a peer to review and give you feedback; on assignments I provide feedback for, feedback from me is not guaranteed.

- For Peer Reviews: late work will be accessed case by case, but these assignments are time sensitive as your peers need your feedback to start on their revisions for their final draft. As with the rough draft, I won't accept Peer Review feedback more than two days after the day of the peer review in class.

- For Presentations: You always know in advance when you are expected to have a presentation. If you ask to switch within two days of your assigned presentation day, your final grade will automatically lose 25%, so the highest grade you can get for the assignment is 75%.

- For major assignments: I will accept the first two projects up to two weeks after the initial due date with 25% taken off, so you will not be able to get higher than 75%. Additionally, I will also accept those projects up to the last day of instruction (12/4) for an automatic 50%.)

- I won't accept late work for the final project as the timeline for getting in grades at the end of the semester is tight and I need time to grade the project before submitting final grades..
  - Similarly, no late work for assignment due after Dec 4 will be accepted.

*Warm-ups and Activities are usually scaffolding assignments, which means they are intended to build off of previous assignments and to set up future/larger assignments. So the order in which I have assigned them to you is intentional. If you miss one and do it later, that most likely renders the assignment not as helpful. So for that reason, late Warm-ups and Activities are not accepted after the assignment closes.

Extensions: Extension requests **only apply to the three major assignments** (with some limitations for time for the final assignment) and are not applicable to any other assignment. To request an extension, fill out the Extension Request Form *before* the due date. The form is posted in the General Information Module. You won't be docked points if you correctly submit your request before the due date. Incorrectly submitted requests forms will be docked 5%. Request forms submitted after the due date will not be accepted and late policies for Major Assignments apply.

Extensions CANNOT be applied to the final Revision Project.

Copyright & AI Policy

Copyrighted Materials

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law ([S12-7](#)). I am the exclusive owner of copyright in all materials created for the purpose of this class. For students enrolled in this course, I encourage you to take notes and make use of course materials for your own educational purposes, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way without my expressed written consent. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

AI & Plagiarism Policies

This class aims to help you develop your voice as a writer; you will be asked to talk about your own lived experiences and transform those stories into something meaningful in writing. Similarly, you will also be asked to think critically about the world around you. So the use of AI would be unproductive to those goals and to yourselves as writers, and most of all, learners.

That said: I'm not going to hold your hand on whether or not you use AI. But when I read your paper, I will be looking for human elements: ethos, personality, voice. And will be grading accordingly.

AI Disclosure:

If needed, you are welcome to use generative AI tools (e.g., ChatGPT, Dall-e, etc.) only for things such as finding information on your topic and/or checking grammar/style.

Required Conditions for AI use:

1. Transparency is mandatory: You must disclose all AI use in submitted work
2. Substantial personal contribution: You must make significant contributions and revisions to any AI-assisted work. (You should clarify these contributions in your disclosure statement.)
3. Final responsibility: You are responsible for the final product and any limitations or biases from AI tools. It is your responsibility to be accountable for what the assignment is asking and the work you submit.

Here are some ways in which you can phrase your disclosure statement:

- "I did all of this work on my own without assistance from tools, technology, or AI."
- "I did the first draft, but then asked AI/paraphrase/grammar software to read it and make suggestions. I made the following changes after this help:
    - Fixed spelling and grammar
    - Changed the structure or order
    - Rewrote entire sentences/paragraphs."
- "I used AI to help me generate ideas. [Describe that process.]"

- "I used AI to do an outline/first draft, which I then edited. [Describe the nature of your contributions.]"

The use of generative AI tools is not permitted in this course for the following activities:

- Using AI to write the majority of an essay without significant personal contributions or revision
- Failing to disclose AI use
- Using AI for assignments where it's not permitted
- Any unauthorized use of AI tools

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, contain misinformation, or unethical content). Your use of AI tools must be properly disclosed,documented and cited. *See these resources for* [MLA guidance](#)*, and for* [*other*](#) [*citation formats*](#). Any assignment that is found to have used generative AI tools in unauthorized ways will be treated according to [San Jose State's AI and Plagiarism Policy.](#) When in doubt about permitted usage, please ask for clarification.

Extra support: Lastly, I understand that students use AI when they're stressed or need extra support for the assignment. I have tools in place to help you should you need it, including, but not limited to, my Extension Policy, working with you one-on-one during office hours, or referring you to the Writing Center. I would prefer to work with you so you can get the most out of this class than have you hand me an AI generated assignment.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.
Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

English Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:
- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)
Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:
1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature
Department Office: FO 102
Department Website: www.sjsu.edu/english (https://www.sjsu.edu/english)
Department email: english@sjsu.edu (mailto:english@sjsu.edu)
Department phone number: 408-924-4425

📊 Course Learning Outcomes (CLOs)

GE Area 3A: Arts

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

3A (Arts) courses emphasize the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Audition-based courses will not be approved for GE.

GE Area 3A Learning Outcomes

Upon successful completion of a 3A course, students should be able to:

1. identify aesthetic qualities and processes that characterize works of the human intellect and imagination;
2. explore and articulate their own subjective aesthetic and intellectual responses to such works;
3. analyze the role and impact of the creative arts in culture and on the interrelationship of self and community; and
4. research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art.

Writing requirement

3A classes require a minimum of 1500 words in a language and style appropriate to the discipline.

📖 Course Materials

Required Technology

An electronic device (laptop, desktop, tablet): You will need this for almost every class as most of our coursework is on Canvas. SJSU has a [free equipment loan program](#) available for students.

Internet access: You're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See [Learn Anywhere website](#) for wi-fi options on campus.

The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a due date for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

Zoom: all office hours will take place on Zoom (in-person appointments available given enough notice).

Discord (optional, but highly recommended): This is a good tool for asking general Qs when I am unavailable and bouncing ideas off of your peers if you're stuck.

☰ Course Requirements and Assignments

This course emphasizes the belief that writing is a process, not a product. Assignments are meant to get you into the habit of building effective writing habits (brainstorming, outline, pre-writing, etc). As such, I encourage you to view each assignment as one part of a larger whole as they are all meant to build on top of each other.

Course instruction includes reflective writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly assignments to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Weekly Bulletins: At the beginning of the week, I will post relevant information pertaining to that week's material such as reminders, articles, Google docs, notes. It is your responsibility to check those weekly announcements before asking me any questions; most likely, the answer could be found there.

Assignment Format: I encourage you to bring in your personality into the way you format your assignments, even if it's an essay. From font, to title, to color--make it you and make it fun. Some requirements are as follows:

- Please make it legible. No cursive font in yellow on a neon green background. I'm old and I have old eyes.
- Must have MLA format (heading, page number, date)
- Must follow all of the project's requirements (max word count, citations, etc.)

Formatting Resource: Owl Purdue Online Writing Lab (https://owl.english.purdue.edu/owl/resource/747/01/)

Major Assignments

1. **Poetry Portfolio**: You will produce a poetry portfolio consisting of four poems, each responding to a specified requirement in the project prompt
2. **Fiction Short Story**: You will produce produce a short story whose genre, style, topic, voice, etc will be all of your own choosing.
3. **Creative Nonfiction Essay**: You will produce a personal narrative about a topic or event of your choosing.
4. **Final Revision**: You will choose ONE of the above projects to revise following guidelines I will provide.
   1. In addition, you will provide a Revision Rationale essay where you detail what you changed and your reasoning for it, as well as your thought process.
   2. Final Exam: There will be no final exam in this course. This will serve as your final.

Note on word count requirement: Specified word count requirements are final. I give you a leeway of 100 words above or below. More than that and you will lose points.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until the end of class to complete it. Late submissions will not be accepted.

Writing Exercises: You'll get weekly writing assignments to help you exercise your writing muscle and explore ways in which you can push the boundaries of your own writing.

Reading Presentations: You will sign up to lead a discussion for one of our readings. You'll have at least one partner to work on the presentation with you. You and your partner(s) will be responsible for providing discussion questions and extra research on the topic and/or the author.

Peer Review: For all your projects, you will be given time to read your peers' rough drafts, as well as have them read yours. This is an essential step in the writing process: to step away from your work and get fresh eyes on it

Rough Drafts: To be submitted on Canvas BEFORE class on the day of the peer review. The draft should be as close to complete as you can get it; otherwise, your peers and I will not have much to provide feedback for your revision.

Participation: My lectures are discussion-based, meaning I aim to be more of a moderator rather than someone talking at you for an hour and 15 minutes. I do not want to be the only one talking; you do not want me to be the only one talking. So please show up, ask good questions, listen with care and compassion. (Bonus: you get a little prize from me for speaking up!)

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

✔ Grading Information

As per the University's Grading Scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 65-66
A- = 90-92	B- = 80-82	C- = 70-72	Below 65 = E/F

- I use conventional rounding methods when determining percentages. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- I do not round up whole percentages. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no.

- You have two weeks from the date the grade is posted to make an appointment with me to ask about it. (Canvas always notifies you when your grades are posted, along with any comments. That's why you should have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have one week to ask me.

Keep in mind, you need a C or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Criteria

General criteria for essays: I assess most of the written assignments by examining three categories: Content (thesis, specific evidence, support, etc), Organization (how your ideas are arranged, clear intro?, clear conclusion?), and Language. For each assignment, you will get a rubric specific to that assignment. This is just a general assessment of what I'm looking for in each letter grade.

For 5 s e c r e t e x t r a c r e d i t points applied to a major assignment of your choosing: Send in a meme, Tiktok, post, something silly/ridiculous that relates to anything related to our class. It can be connected to literally any topic we have mentioned within the four walls of our classroom. This means anything tangential, anything I or any of your peers have mentioned in passing, a meme I've shared, something related to a specific project, anything at all.

Along with the meme/post, write a couple of sentences explaining how it relates and/or what made you think of our class. I will only accept submissions starting Week 3 of the semester and will close submissions on the last day of instruction (May 7).

Most importantly, the first rule of this secret assignment is that we do not discuss this secret assignment out loud in class.

Now back to our regular programming of Grading Criteria for Essays.

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors. A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

Breakdown

I grade on a weighted system for the following sections. See below for detailed breakdown.

UNIT	PROJECT NAME	GELO	%
1	POETRY PORTFOLIO: 4 poems	4-7, 11	15%
2	SHORT FICTION: Short Story	4-7, 11	15%
3	NONFICTION: Essay	4-7, 11	15%
FINAL	MAJOR PROJECT REVISION	4-7, 11	10%
	REVISION RATIONAL ESSAY	4, 5, 8, 10	
1-3	PEER REVIEWS, ROUGH DRAFTS	3-5, 7, 9, 11	5%
1-3	DAILY WARM-UPS	1-11	10%
1-3	WRITING EXERCISES, ACTIVITIES, PARTICIPATION	1, 4-6, 8-10	15%
1-3	READINGS: DISCUSSION PRESENTATION & READING RESPONSES	1, 2, 3, 4, 5	10%
1-3	SELF-EVALUATIONS & PORTFOLIO	3, 4, 5	5%
Total		///	100%

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Note: The schedule is subject to change with fair notice in class, on Discord, or via Canvas.

WEEK	If link doesn't work, right click, and open in a new tab.
1	(M) 1/26: Introductions; Syllabus; Contract & Writing Questionnaire; Reading: "Inconsequentialism" by Au-Co Tran (W) 1/28: Introduce Poetry Unit; go over Reading Discussion Presentation; Readings: "Give Yourself Permission to be Creative" by Ethan Hawke
2	(M) 2/2: Read Weekly Bulletin; Reading: "Poisoned Fish" by Ken Macrorie; (W) 2/4: Reading: "Self-Portrait" by Adam Zagajewski & "Self-Portrait as Exit Wounds" by Ocean Vuong
3	(M) 2/9: Readings: "Phenomenal Woman" by Maya Angelou & "won't you celebrate with me" by Lucille Clifton (Content warnings: survival, adversity) & "We Real Cool" by Gwendolyn Brooks (W) 2/11: Reading: "Having a Coke with You" by Frank O'Hara & "The Day of Our Divorce Hearing" by Ruth Lepson
4	(M) 2/16: Readings: "Gate A-4" by Naomi Shihab Nye & "Reasons to Live Through the Apocalypse" by Nikita Gill (W) 2/18: TWO COMPLETED POEMS FROM POETRY PORTFOLIO ROUGH DRAFT; peer review in class
5	(M) 2/23: Introduce Short Story Unit; Reading: "Hills like White Elephants" by Ernest Hemingway (Content warnings: abortion, toxic relationship dynamics) & "Girl" by Jamaica Kincaid (Content warnings: gender expectations, implied sexuality) (W) 2/25: FINAL DRAFT OF POETRY PORTFOLIO (ALL 4 POEMS) DUE
6	(M) 3/2: POETRY PORTFOLIO SELF-EVALUATION DUE; Reading: "The Paper Menagerie" by Ken Liu (Content warnings: death, cultural identity struggles, family trauma) (W) 3/4: In-Class Discussion
7	(M) 3/9: Reading: "Cat Person" by Kristen Roupenian (Content warnings: sexual content, uncomfortable dating encounters) (W) 3/11: In-Class Discussion

8	(M) 3/16: Reading: "Lamb to the Slaughter" by Roald Dahl (Content warnings: murder, domestic violence, deception) (W) 3/18: In-Class Discussion
9	(M) 3/23: Reading: "Countdown" by Anthony Marra (Content warnings: war, displacement, violence) (W) 3/25: SHORT STORY ROUGH DRAFT; peer review in class
10	3/30 - 4/3: SPRING BREAK
11	(M) 4/6: Introduce Non-Fiction Unit; FINAL DRAFT OF SHORT STORY DUE; Reading: "Strangers on an 18-hour" by Rafiq Ebrahim Train (Content warning: cultural tensions) (W) 4/8: SHORT STORY SELF-EVALUATION DUE
12	(M) 4/13: Reading: "The Opposite of Loneliness" by Marina Keegan (Content warnings: themes of mortality, existential anxiety) (W) 4/15: In-class discussion
13	(M) 4/20: Reading: "Why AI Isn't Going to Make Art" by Ted Chiang (W) 4/22: In-class discussion
14	(M) 4/27: Read Weekly Bulletin (W) 4/29: NONFIC ESSAY ROUGH DRAFT DUE; peer review in class
15	(M) 5/4: Introduce Final Revision Project (W) 5/6: FINAL DRAFT OF NONFIC ESSAY DUE
16	(M) 5/11: NONFIC ESSAY SELF-EVAL DUE
5/15: Final Revision Project + Explanation Essay Due (We do not meet this day.)	