

The University of Western Ontario
Writing 2214F – Memoir, Memories, & Disclosure
Section: # .650
Fall 2020

Instructor: Claudia B. Manley

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Office hours: scheduled via email;
please allow 24 hours for response

Course Description:

In this course you will explore the fundamentals and challenges of creative nonfiction in the forms of the essay and memoir. The goal of this practice-based class is two-fold: to acquaint you with the variety of creative nonfiction published and to provide you with the tools to produce creative work of their own. You will share work and provide critical feedback on the work of your peers. Classes will be a mixture of timed writing, discussion, and workshop.

Course Objectives:

- Identify & understand the elements of creative nonfiction
- Craft an honest and revealing creative nonfiction essay
- Provide classmates with constructive feedback
- Incorporate class feedback and discussion points into essays & revisions

Required Text:

Williford, Lex and Michael Martone, eds. *Touchstone Anthology of Contemporary Creative Nonfiction*.

Grade Breakdown:

Workshop/Forum Participation	15%
Discussion Leader Responsibilities	10%
Completion of Writing Prompts	10%
500-word essay	15%
1,000-word essay	20%
Hybrid Nonfiction piece	15%
Exercise revision	15%

Courtesy and Decorum: Due to the nature of this class, which at times can explore raw, sensitive and highly personal material, all workshop pieces and discussions thereof are to remain confidential.

Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), L naapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Diversity & Inclusion Statement

It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. The use of racist or any language that works against the values of Equity, Diversity, and Inclusion will not be tolerated. It is expected that some of the material in this course may evoke strong emotions;

2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.

3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Submitting Assignments

Assignments are due online on the date specified on the schedule. Late essays will be penalized a full letter grade per day unless your instructor has granted you an extension beforehand. You must apply for extensions ahead of the due date and provide a suitable reason; they are not automatic.

Keep copies of all assignments submitted.

When submitting assignments on Owl, please title your papers thusly: Last Name_Essay # (for example, Manley_2).

Communication

proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

All required papers may be

Assignment Breakdown:

Workshop/Forum Participation (15%) – First response to be completed by mid-week (Wednesday); Follow-up response to be completed by end of week (Friday)
In-class work via forum participation is essential to success in this course. This mark is based on your ability to take class concepts and apply those concepts to the feedback you provide to your classmates and to the discussion of class readings. For each class reading you are required to upload an original response to at least one question and to respond to at least one other classmate's answers to other questions posed in the forum.

Discussion Leader Responsibility (10%): Students will be assigned to lead the discussion on class reading

Weekly Breakdown

Week	Readings/Podcasts/Videos	Forums/Assignments
Week 1: Getting Started Sept. 9 - 11	Welcome Video Lee Gutkind podcast Introduction What is Creative Nonfiction?	Post introduction
Week 2 Sept. 14 - 18	Listen to Chimamanda Ngozi Adiche TED talk & This American Life Podcast	This American Life forum Writing Prompt
Week 3 Sept. 21-25	The Use of Digression lecture "The Essayist Is Sorry for Your Loss" - Sara Levine (280 - 290) "Upspeak" -	

Nov. 23 - 27		Writing Prompt
Week 12 Nov. 30 - Dec. 4	Multimedia Hybrid Nonfiction Examples (on Owl) Hybrid pair workshop	Exercise Revision due Forum Postings
Week 13 Dec. 7 - 9	Last class wrap-up Mary Gannon podcast	Hybrid Project due Post to last class forum