

**School for New Learning
DePaul University
AI 276 "Creative Ink"
Fall 2009**

Faculty: R. Craig Sautter
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Location: O'Hare Campus

Dates: Wednesdays, September 9 -November 18, 2009

Hours: 6:30-9:30 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-A Can interpret works of art and relate them to one's own experience.

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.

Faculty

R. Craig Sautter is a poet, writer, editor, publisher and political consultant. He is the author of ten 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) *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). He is a past president of The Society of Midland Authors (www.midlandauthors.com). For the past 28 years, he has taught a variety of courses at SNL. He the recipient of several teaching awards.

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:

1. The Mentor Book of Major American Poets, edited by Oscar Williams, ISBN 0-451-62-791-1.

2. The Best Short Stories of the Modern Age, edited by Douglas Angus, Fawcett, ISBN 0-449-30058-7.

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 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.

Spring 2009 Schedule

Session 1: September 9, 2009	Overview, in-class writing
Session 2: September 16, 2009	Discuss anthology poems, in-class writing
Session 3: September 23, 2009	Discuss anthology poems, in-class writing
Session 4: September 30, 2009	Discuss anthology poems, in-class writing
Session 5: October 7, 2009....	Discuss anthology poems, in-class writing
Session 6: October 14, 2009	Discuss short stories, in-class writing
Session 7: October 21, 2009	Discuss short stories, in-class writing
Session 8: October 28, 2009	Discuss short stories, in-class writing
Session 9: November 4, 2009	Discuss short stories, in-class writing
Session 10: November 11, 2009	Final class, notebook due, final class project
Session 11 ... November 18, 2009	No class

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.)