Program: Low-Residency MFA in Creative Writing
Course Number: WR 513
Course Name: MFA Mentorship
Terms Offered: Winter & Summer
Course Location: Cascades

Credits
This course combines approximately 360 hours of instruction, online activities, and assignments for a variable 5-12 credits. Students are required to take three mentorship courses, with a total of 29 credits, to graduate.

Instructor names and contact information:

Prerequisites, Co-requisites and Enforced Prerequisites: None

Course Catalog Description: MFA Mentorship. Required course for graduate students in the Low-Residency MFA in Creative Writing.

Course Description
Although writing is at times “a solitary occupation,” we humans are pack animals, and we live, learn, love and make art in response to and in accordance with our literary lineages, our cultures, our historic moments, our values, our planet, and our fellow sentient beings. In these courses, we will interpret mentorship broadly—to include person-to-person, person-to-page, and page-to-page mentorships, as well as the mentorships gleaned through our vocations, skills and ethics. This seminar is also aimed to help you adjust and attune to the culture of the MFA: you’ll learn to negotiate your relationship to the workshop model by considering its history, opportunities and limitations. You will also explore how to become a better writer by learning how to better read as a writer; how to participate in constructive critique; what to do with peer and instructor feedback; and how to cope with the “anxiety of influence.”

Course Specific Measurable Student Learning Outcomes
In general, students will:
1) Apply a rich and articulate understanding of the artistic praxis to their own creative work as well as creative work by professional writers.

2) Make conscious artistic choices in the delivery of their work and analyze why they made those choices.

3) Apply a rich understanding of the contemporary creative writing profession, as evidenced by their relationship with their mentor.

4) Demonstrate an ability to meet deadlines, turn in professional quality work, and engage the literary community.

5) Analyze their ability to be self-directed.
**Methods of Instruction**
- Direct Instruction via Online Video
- Cooperative Learning via Group Assignments
- Workshop
- Reflection
- Individual Research

**Course Content**
The project plan for the term is individually negotiated by the student mentee and faculty mentor. The Project Study Plan includes:

- a project description (300-500 words)
- 5 genre-specific learning objectives
- 5 learning objectives general to the craft of creative writing
- a statement of your primary ambition for this mentorship (100 words or less)
- a reading list (2-5 texts)
- a statement about how you will practice the writing life (250-400 words)

Please also include a detailed schedule for packet exchange between student and mentor, along with the method of submission.

**Peer Editorship**
The peer editorship varies by faculty mentor, and might involve a long-distance workshop in which students read each other’s creative work, or video presentations of readings of shared texts. Depending on the number of students, there are four-six peer editorship assignments per term. (Each student submits an original text for workshop, or each student prepares a video presentation in response to a shared reading.)

**Artist Life Seminar**
The Artist Life work that we do during mentorship terms is designed to:

1) build community across cohorts and genres;
2) bridge between one residency and the next;
3) experience the importance of play with consequences—i.e. creative activities that are not directly oriented towards your project plan or thesis but many nonetheless come in handy; and
4) develop skills needed for graduation and beyond

All students read a single text related to the artist life and complete three collaborative exercises in response to the text.

**Evaluation of Student Performance**
Students will be graded on effort made in creating new work based on assignments, readings and discussions; the effort made in revising existing work; and the thoughtfulness, articulation, clarity and effort put into discussing the work of their peers. Grading will take into consideration the frequency, spirit, and content of response, but participation will be mostly graded on quality of analytic thought and creative inquiry and willingness to stretch
and push one's writing abilities.

25% Annotated Bibliography
Students are evaluated on their ability to discuss student work in a group setting; describe how creative writing techniques are at work in writing by professionals; participate in conversation about topics raised in professional writing; situate work by professional writers in the landscape of contemporary creative writing; and discuss craft techniques, critical theories, and themes explored in the work of professional writers.

40% Final Portfolio
The final portfolio includes original creative work and revisions of original creative work. Students are evaluated on their ability to employ techniques of intensive revision; to make more conscious artistic choices in the delivery of their work; to be able to articulate why they made those choices; and to demonstrate a rich and articulate understanding of craft techniques in the genre(s) in which they write.

15% Self-Evaluation & Plan for Self-Directed Study
Students are evaluated on their ability to meet deadlines, turn in professional quality work, and engage the literary community, as evidenced by their work with their faculty mentor; develop an artistic praxis; and be self-directed.

20% Prerogative of Instructor

Grading
The grading scale is shown below in percentages:

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
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<tr>
<td>87 – 89%</td>
<td>B+</td>
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<tr>
<td>83 – 86%</td>
<td>B</td>
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<tr>
<td>80 – 82%</td>
<td>B-</td>
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<tr>
<td>77 – 79%</td>
<td>C+</td>
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<tr>
<td>73 – 76%</td>
<td>C</td>
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<tr>
<td>70 – 72%</td>
<td>C-</td>
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<tr>
<td>67 – 69%</td>
<td>D+</td>
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<tr>
<td>63 – 66%</td>
<td>D</td>
</tr>
<tr>
<td>60 – 62%</td>
<td>D-</td>
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Less than 60% does not Pass the Course

Please note: A grade-point average of 3.00 (a “B” average) is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below “C” (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken.

Learning Resources
Learning resources vary according to the each individual project plan. These include texts for purchase and readings available online via our Canvas Course Site. There will be both required and optional learning resources. There may be handouts published online based on individualized student needs. All students need a laptop computer to participate in the mentorship course.

Course Policies
We create a safe and nurturing space in which students from a diversity of backgrounds can realize their full potential as writers.

We work together as a community to enable individual success, and to create interpersonal interactions that support the dignity and differences of individuals and their work.

We create a climate that values the diversity of ethnicity, race, gender and gender identity, nationality, age, language, religious affiliation, sexual orientation, socioeconomic background, ability, political affiliation, and other unseen differences.

We work together to conduct creative, scholarly, and professional research in an ethical manner.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Link to Statement of Expectations for Student Conduct**
http://oregonstate.edu/studentconduct/offenses-0

**Diversity Statement**
The College of Liberal Arts strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Religious Holiday Statement**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**University Policy Concerning Weapons**
The carrying and use of weapons on the OSU campus is strictly prohibited. This includes permitted concealed weapons. This policy applies to all OSU controlled properties and facilities, including classroom buildings, administrative buildings, and parking areas (including College Way). The complete OSU weapons policy can be found at http://arcweb.sos.state.or.us/rules/OARS_500/OAR_576/576_065.html