

Received

MAR 15 2022

MUW President's Office

School of Education  
1100 College St., MUW-1637  
Columbus, MS 39701  
Phone:662-329-7191



14 March 2022

TO: Scott Tollison, Provost and Vice President for Academic Affairs  
FROM: Martin L. Hatton, Dean & Director of Graduate Studies  
RE: Recommendations from Graduate Council, March 2022

Faculty course proposals from the College of Arts & Sciences were reviewed by the Graduate Council (materials reviewed in consideration by the Council are attached). The Department of Languages, Literature and Philosophy proposed two new courses for the MFA in Creative Writing to be considered for Fall 2022 implementation:

- EN 503: Creative Writing Pedagogy
- ED 550: Queer Literature

The Council's received vote was unanimous, in favor of recommending each course proposal presented, for your consideration.

The following two informational items also were presented before the Council:

- The College of Nursing & Health Sciences reported a change in the Department of Health & Kinesiology's admission process for the Masters of Public Health. The MPH admission changes include no longer meeting by video conference with candidates and now requiring a grade of B or better on a course equivalent to MA 113 or MA 123 or higher.
- The School of Education reported a change in the Department of Education's initial licensure process for the Master of Art in Teaching (MAT) as mandated by the Mississippi Department of Education. Previously temporary licensure necessary for student teaching was dependent on 6 credit hours, successful completion of ED 549 and ED 551. MDE now requires an additional course focused on special needs; the Department will require successful completion of ED 538: Understanding Individual Learning Differences, as approved by MDE, for students to secure initial temporary licensure.

Please let me know if you have any further questions.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Martin L. Hatton'.

Cc: Lisa Lawrence, Administrative Assistant, V/P for Academic Affairs, Graduate Studies  
Shannon M. Lucius, Registrar, Office of the Registrar

Recommended  
for approval.  
CST  
3/17/2022

Approved  
MLH  
3/19/22

## Graduate Curriculum Approval Form

**X New Course     Change Course     Inactivate Course**

**Prefix and Number:** EN 503

**Old Prefix and Number:**  Not applicable OR

**Title:** Creative Writing Pedagogy

**Old Title:**  Not applicable OR

**Program:** MFA Creative Writing

**Initiating Faculty Name:** Brandy Wilson

**Faculty Email:** bwilson3@muw.edu

**Faculty Department:** Languages, Literature, and Philosophy

**Is the Course Required or an Elective?** Elective

- Inactivating Course
- I confirm that I have checked the State Course Numbering System and MUW does not currently offer this course, if new course
- Faculty in the Program have approved the change. Date (where is appears in minutes):
- \* Any changes in course prefix and/or number must have prior approval. Registrar's signature & date required if applicable:

APPROVALS	Name	Signature	Action	Date
Initiating Faculty	Brandy Wilson		Requests Approval	11/3/21
Department Chair	Kendall Dunkelberg		<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Comments attached	2/18/2022
College Dean	Brian Anderson		<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Comments attached	03/01/2022

**Course Description (Catalog Ready):**  
 Course description unchanged /Not Applicable.

The purpose of **Creative Writing Pedagogy** is to prepare students to design, teach, and manage a creative writing workshop course. We aim to empower you to find an approach that works for you, enabling you to teach to your strengths and supply you with skills that will make you more confident and successful teachers and more marketable as you apply for teaching jobs. We will read pertinent literature on teaching creative writing, delving into various approaches to craft, managing the workshop environment both in the classroom and online, and methods for grading and evaluating creative work. We will explore and complete exercises, simulate workshops, create and exchange exercises for poetry and fiction, review creative writing textbooks, write and revise teaching philosophy statements, and write and revise a syllabus for a creative writing course. Each element created by students will be shared with the class in order to explore alternative approaches and to better develop your own approach.

**Prerequisites:**  
 Course prerequisites unchanged / Not Applicable.

**Corequisites:**  
 Course corequisites unchanged / Not Applicable.

**Course New Number of Credit Hours:**

Course credit hours unchanged /Not Applicable.

**Do these changes reflect new accreditation or certification requirements?**

Yes. *If yes, briefly explain.*

No.

## Academic Information:

### Goals:

- To develop a knowledge and understanding of various creative writing techniques.
- To develop a knowledge and understanding of approaches to teaching creative writing craft and technique of various genres.
- To write and revise a teaching philosophy statement.
- To read, review, share your review of a creative writing textbook to find one that might work for your own classes.
- To practice, create, revise, and workshop fiction and poetry exercises to find what might work for your own classes.
- To workshop and explore workshopping techniques to find the style that best fits you and your approach.
- To deliver a craft talk/ lecture on a particular writing technique in your chosen genre to practice live teaching and develop strategies for the classroom environment.
- To design, develop, workshop, and revise a creative writing course syllabus of your own.

## Instructional Methods and Evaluation:

Video Conferences  
Reading Response Discussion  
Exercises  
Workshops  
Teaching Philosophy  
Craft Textbook Review  
Craft Talk  
Syllabus Project

## Course Outline:

Week 1 January 11-17 Introductions to teaching Creative Writing

Introduction; Read and print syllabus for your records

Sign up for Craft Talk

Reading response and discussion:

- Lecture notes & "The Rise of Creative Writing" D. G. Myers (PDF)

Week 2 January 18-24 Giving a Craft Talk/ Lecture

[Monday, April 18, MLK Holiday, no class]

Video Conference: introductions and discussion of teaching CW, workshops, and craft talks

Begin reviewing textbook

Reading response and discussion:

- Lecture notes & "Forward and Introduction" Dispatches from the Classroom (DFC)
- Pick any lecture on the Bread Loaf Conference Website and discuss the elements of a good craft talk/ lecture.

<http://sites.middlebury.edu/blwc/bread-loaf-writers-conference/2019-audio-recordings/>

Week 3 January 25-31 Workshopping the Workshop

Teaching Philosophy Draft Due

Reading response and discussion:

- Lecture notes & "Questioning the Undergraduate Workshop" <https://www.insidehighered.com/blogs/just-visiting/questioning-undergraduate-creative-writing-workshop>; "Preventing Tears in the Workshop: Teaching Students How to Give and Receive Criticism" DFC

Week 4 February 1-7 Teaching Fiction

Reading response and discussion:

- Lecture notes & "Teaching Fiction and Poetry in the Undergraduate Classroom" DFC; "Unleashing the Nemesis of Genre Fiction" DFC

Week 5 February 8-14

Video Conference: Craft talks and discussion

Reading response and discussion:

- Lecture notes & "Write What You Don't Know: Teaching Creative Research" DFC

Week 6 February 15-21 Teaching Poetry

Fiction and Poetry Exercise Due

Reading response and discussion:

- Lecture notes & "Avoiding Meaning: A Classroom Exercise to Improve Students' Homophonic Sensibilities" DFC

Week 7 February 22-28

Video Conference: Craft talks and discussion

Workshop Exercises (discussion board)

Create your Own exercise Due

Reading response and discussion:

- Lecture notes & "Invoking the Muzzle: Censorship in the Creative Writing Classroom" DFC

Week 8 March 1-7

Workshop Peer exercises

Continue work on Textbook Review

Week 9 March 8-14 Teaching Other Genres

Video Conference: Craft talks and discussion

Reading response and discussion:

- "Dear Diary: Violence, Confession, and (Creative) Writing Pedagogies" DFC

Week 10 March 15-21 Syllabi

Begin Work on Syllabi

Reading Response and Discussion:

- Lecture notes & "Making the Pieces Come Together: A Practical Example" DFC

Week 11 March 22-28 Syllabi and Grading

Video Conference: Craft talks and discussion

Reading Response and Discussion:

- Lecture notes & "Confronting the Unavoidable: Grading Creative Writing" DFC

Week 12 March 29 — April 4

[April 2-5, Mid-semester Break]

Syllabus Draft Due

Reading Response and Discussion:

- Lecture notes & "Eradicating Reviser's Block: Bringing Revision to the Foreground" DFC

Week 13 April 5-11

[April 5, Mid-semester Break]

Syllabus Workshop and discussion

Week 14 April 12-18

Video Conference: Craft talks and discussion

Bonus: Reading Response and Discussion:

- Lecture notes & "Something to Push Up Against: Using Theory as Creative Pedagogy"
- Share and discuss textbook review

Finals April 19-23

Syllabus Project due April 21st: Revised Teaching Philosophy, Syllabus + Rationale/ Reflection and Textbook Review Due

### **Administrative Information:**

**Identify the qualifications needed to teach this course, specifically as related to the identified student learning outcomes.**

Not Applicable. *Select this option if not changing or if inactivating course.*

MA, MFA, or PhD in Creative Writing or a related field, experience teaching CW

**Will present faculty need to upgrade their competencies in order to meet the instructional requirements of the new course?**

Yes. *If yes, briefly explain plan for faculty development.*

No.

Not Applicable. *Select this option if not changing or if inactivating course.*

**Will this course be taught by existing faculty?**

- Yes. *If yes, briefly explain how the course will be taught within the current faculty load and course rotation.*
- No. *If no, briefly explain plan for providing appropriately credentialed faculty.*
- Not Applicable. *Select this option if not changing or if inactivating course.*

**Will additional funds be needed for equipment or supplies?** *If not changing or if inactivating course:*

- Yes. *If yes, briefly explain funding needs.*
- No.
- Not Applicable. *Select this option if not changing or if inactivating course.*



**Routing:** *Send this form and any attachments by e-mail to the Director of Graduate Studies, Dr. Marty Hatton, at [mlhatton@muw.edu](mailto:mlhatton@muw.edu). Form needs to be sent 10 days prior to the Graduate Council meeting. Meetings are on the second Thursday of every month.*

## Graduate Curriculum Approval Form

### New Course   Change Course   Inactivate Course

**Prefix and Number:** EN 550  
**Old Prefix and Number:**  Not applicable OR  
**Title:** Queer Literature  
**Old Title:**  Not applicable OR  
**Program:** MFA Creative Writing  
**Initiating Faculty Name:** Brandy Wilson  
**Faculty Email:** bwilson3@muw.edu  
**Faculty Department:** Languages, Literature, and Philosophy  
**Is the Course Required or an Elective?** Elective, meets the Literature or Forms requirement

- Inactivating Course  
 I confirm that I have checked the State Course Numbering System and MUW does not currently offer this course, if new course  
 Faculty in the Program have approved the change. Date (where is appears in minutes): 2/18/2022  
 \* Any changes in course prefix and/or number must have prior approval. Registrar's signature & date required if applicable:

APPROVALS	Name	Signature	Action	Date
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College Dean	Brian Anderson		<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Comments attached	03/01/2022

**Course Description (Catalog Ready):**

- Course description unchanged /Not Applicable.

**Queer Literature** offers an exploration and examination of Lesbian, Gay, Bisexual, Transgender and Queer+ Literature. We will move chronologically through the texts, reading from a variety of time periods and cultures, representing the literary modes of poetry, fiction, drama, and creative nonfiction with a focus on Queer Literature. We will read and discuss both canonical and noncanonical Queer texts. The course will explore topics such as defining Queer literature, the conversation between the literary canon and Queer literature, the differences between and among lesbian, gay, bisexual, transgendered, and Queer+ literature, and the changes in Queer writing over time. We will also read various supplementary critical, contextual, and theoretical texts provided in Canvas to give us context and further tools for analysis of the texts.

**Prerequisites:**

- Course prerequisites unchanged / Not Applicable.

**Corequisites:**

- Course corequisites unchanged / Not Applicable.

**Course New Number of Credit Hours:**

Course credit hours unchanged /Not Applicable.

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**Do these changes reflect new accreditation or certification requirements?**

Yes. *If yes, briefly explain.*

No.

**Academic Information:**

To discover and explore the history and legacy of Queer literature.

- To identify terms and themes related to Queer literature and culture.
- To critically engage a variety of Queer texts.
- To critically engage a variety of critical writing on Queer writing and literature.
- To explore and critically engage major Queer literary figures, movements, and styles within their social and Historical / Critical contexts.
- To identify, defend, and/or challenge the theme, subject, tone, audience, etc., of a text both orally and in writing.
- To explore literary scholarship on specific Queer literature.
- To synthesize multiple perspectives and clarify one's own view by evaluating ideas presented in secondary sources.
- To explore and follow MLA guidelines for format, style, and citing for formal writing assignments.

**Instructional Methods and Evaluation:**

Video Conferences  
Critical Reading Response Discussion  
Presentation  
Scholarship Reviews  
Final Paper

**Course Outline:**

Week 1 August 22-25 (Thursday – Sunday) Introductions

Introduction; Read and print syllabus for your records

Reading Response and discussion:

- Introductions & Sign up for Presentations and one-on-one conferences
- Introductory Notes/ Terms
- LGBTQ+ Terms and Definitions: Each of these lists contain terms relevant to LGBTQ+ people and the community. You do not have to memorize the terms or read each list fully. Peruse each of them. Look for terms you are not familiar with and note these along with their definitions. Look at a couple of terms you are familiar with and note if your definition or understanding is different from what is presented. Discuss these along with your introduction.
  - o LGBT Health Education
  - o GLAAD
  - o HRC
  - o NYU Student Diversity

Week 2 August 26 – September 1 Early Writings

LGBTQ Video Conference/ Presentation



Reading Response and discussion:

- Lecture Notes
- Criticism: LGBTQ Literary Criticism readings PDF
- Historical / Critical Perspectives: Chapter excerpts from Finding out: An Introduction to LGBTQ Studies PDF
- Sappho Fragment 31 and 105a and c
- Plato Aristophanes's Speech from Plato's Symposium
- Michelangelo PDF
- Shakespeare PDF

Week 3 September 2-8 19<sup>th</sup> Century

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Oscar Wilde:
  - o The Picture of Dorian Gray excerpt (Chapter 1)
  - o Oscar Wilde letters to Douglas
- Lord Douglas "Two Loves"
- Marc Andre Raffalovich intro and "The World Well Lost XVIII" PDF
- Anne Lister:
  - o Winterson on Lister
  - o Lister Diary excerpt
  - o Preview for Gentleman Jack

Week 4 September 9-15 Romantic Friends/ Comrades

LGBTQ Video Conference/ Presentation

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Michel de Montaigne essay PDF
- Walt Whitman selected poems and introductions PDF
- Sor Juana Ines de la Cruz intro and "My Divine Lysi"
- Emily Dickenson intro and "Her breast is fit for pearls" and "Her sweet weight on my heart a night"
- Wilkins Freeman "Two Friends" PDF

Week 5 September 16-22 Early Modern and Harlem Renaissance

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Criticism: Bertha Harris "What We Meant to Say" PDF
- Wilkins Freeman "The Long Arm" PDF
- Stein, "Miss Furr and Miss Skeene" PDF
- Selected poems Angelina Weld Grimké PDF "When the Green Lies Over the Earth" ; "Brown Girl"
- Selected poems Countee Cullen: "Tableau" ; "To a Brown Boy" (scroll to poem from contents)

Week 6 September 23-29 Midcentury

LGBTQ Video Conference/ Presentation

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- African American Criticism PDF
- James Baldwin

- o “The Discovery of What It Means to Be an American”
- o Giovanni’s Room
- Federico García Lorca “Ode to Walt Whitman” (1955) PDF
- Frank O’Hara “Homosexuality” (posthumously 1970)
- Allen Ginsberg, “A Supermarket in California” (1956)

Week 7 Sept. 30 1- Oct. 6 PULP and CAMP

Scholarship Review 1

Reading Response and discussion:

- o Lecture Notes
- o Historical / Critical Perspectives: Finding Out excerpts PDF
- o Susan Sontag “Notes on Camp”
- o Ann Bannon Beebo Brinker excerpt PDF
- o Patricia Highsmith The Price of Salt / Carol excerpt P. 29-45 (ch. 3-4) PDF
- o John Rechy City of Night PDF

Week 8 October 7-13 Welty Symposium / Short Residency

BONUS Discussion: Watch Tales of the City (any and any number) on Netflix. Read about the history (Wikipedia; Reboot catchup) of it as well. If you do not have access, let me know and I will find a way for you to view it.

Week 9 October 14-20 Lesbian Feminists/ Birth of the LGBTQ+ movement

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Leslie Feinberg Stone Butch Blues
- Adrienne Rich, “Wherever in this city”; “Since we’re not young”; “The Floating Poem, Unnumbered” PDF
- Audre Lorde, “Love Poem” PDF
- Paula Gunn Allen “Some Like Indians Endure”
- Jeanne Cordova from When we Were Outlaws intro and chapter 1

Week 10 October 21-27 Literature of the Early AIDS Epidemic

LGBTQ Video Conference/ Presentation

Sign up for conferences

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Larry Kramer The Normal Heart
- Susan Sontag “The Way We Live Now” (1986)
- Mark Doty “The Embrace”
- Thom Gunn, “The Missing”

Week 11 October 28 – November 3 Coming Out / Coming of Age

Scholarship Review 2

Conferences

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Alison Bechdel Fun home

Week 12 November 4-10 Intersectionalities

LGBTQ Video Conference/ Author Visit

Reading Response and discussion:

- Lecture Notes; Essay, Rice-Gonzales
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Charles Rice-Gonzales Chulito

Week 13 November 11-17 Bi+, Pan, Asexual Literature

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Robyn Ochs "Finding Bisexuals in Fiction"
- Katherine Forrest "Xessex" PDF
- Carmen Maria Machado "Inventory"
- Debbie Urbanski "The Portal"

Week 14 November 18-24 The Queer Movement: Challenging Binaries

LGBTQ Video Conference/ Presentation

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Judith Butler "Performative Acts and Gender Constitution" PDF
- Ely Shipley Some Animal

Week 15 November 25 – December 1 LGBTQ+ Children's Lit

Happy Thanksgiving!

Reading Response and discussion:

- Lecture Notes, Newman, Herthel, Tyner
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Newman and Thompson Daddy, Papa and Me; Mama, Mommy, and Me (links)
- Herthel I Am Jazz
- Tyner and Ciaee Zak's Safari

Week 16 December 2-8 Queer Continued

Reading Response and discussion:

- Lecture Notes
- Historical / Critical Perspectives: Finding Out excerpts PDF
- Saeed Jones "Prelude to Bruise" and "Boy in Whalebone Corset"
- Ryka Aoki "To the New World" - PDF
- Andrew Andrea Gibson "Your Life" and "For Today I am a Boy" text and performed

Finals Week: December 9-15

Final Paper Due Dec. 9th, 11:59pm

**Administrative Information:**

Identify the qualifications needed to teach this course, specifically as related to the identified student learning outcomes.

Not Applicable. *Select this option if not changing or if inactivating course.*

MA or PhD in English or a related field

**Will present faculty need to upgrade their competencies in order to meet the instructional requirements of the new course?**

Yes. *If yes, briefly explain plan for faculty development.*

No.

Not Applicable. *Select this option if not changing or if inactivating course.*

**Will this course be taught by existing faculty?**

Yes. *If yes, briefly explain how the course will be taught within the current faculty load and course rotation.*

No. *If no, briefly explain plan for providing appropriately credentialed faculty.*

Not Applicable. *Select this option if not changing or if inactivating course.*

**Will additional funds be needed for equipment or supplies? If not changing or if inactivating course:**

Yes. *If yes, briefly explain funding needs.*

- No.  
 Not Applicable. *Select this option if not changing or if inactivating course.*

**Routing:** *Send this form and any attachments by e-mail to the Director of Graduate Studies, Dr. Marty Hatton, at [mlhatton@muw.edu](mailto:mlhatton@muw.edu). Form needs to be sent 10 days prior to the Graduate Council meeting. Meetings are on the second Thursday of every month.*