

Student-Designed Independent Study



Complete this form and have it signed by the faculty member, chair and dean in order to be registered for Student-Designed Independent Study. For questions, contact the Student-Directed Learning office, sdl@metrostate.edu.

Accessibility Resources: This document is available in alternative formats upon request, by contacting the Center for Accessibility Resources, at Accessibility.Resources@metrostate.edu or 651-793-1549. If you need disability-related accommodations, please contact the Center for Accessibility Resources.

Contact Information

Student Name: Megan Koepke
Student ID#: MI3895hb
Metro Email: ml3895hb@go.minnstate.edu
Phone: 612-231-3689
Major: Creative Writing
Advisor Name: Suzanne Nielsen

Course Information

Title: 1000 Words or Less
(maximum of 75 characters):
Term: Summer
Year: 2024
Subject Code: WRIT
(for example ICS, PSYC, WRIT)
Grading option: Letter Grade
Number of Credits: 4
Level: 360i (upper division)

Student Signature to request registration:

A handwritten signature in black ink, appearing to be 'MK', written over a horizontal line.

Evaluator Information

Evaluator Name: Suzanne Nielsen
Tech ID: 00026094
E-mail: Suzanne.nielsen@metrostate.edu
Role: Resident Faculty

Evaluator Signature: Suzanne Nielsen

Department Approval

☐ Approved for Registration

Chair Signature:

College Approval

College: Click or tap here to enter college name.

Cost Center: Click or tap here to enter text.

☐ Approved for Registration

☐ Approved for Faculty Work Assignment

College Dean Signature:

1. Competence Statement: Summarize your proposed course? What learning will you demonstrate?

Understands craft of writing short-short creative texts at a level well enough to draft, revise and critique short creative works in two or more genres.

2. Learning Outcomes: What are the specific learning outcomes you plan to achieve?

- If you are proposing that your SDIS count for General Education or RIGR, make sure to address those requirements.

Writing short creative works is a multi-genre workshop designed for creative writers who wish to work exclusively on very short pieces. Students will deepen their knowledge of the general craft of writing, expand their personal writing horizons by writing outside familiar genres, and work intensively on drafting and revising short works. The range of writing possible in the class include poems, prose poems, personal essays, sudden fiction, humor writing, short-short memoirs and creative non-fiction, and other genre-defying work. This course may be repeated for credit.

3. Learning Process: What is your planned learning process? Describe your planned learning activities?

Weekly Schedule Week ONE May 7 and May 9TUES:

Read pp. 11-84 of *A Poet's Companion*. Choose one selection you particularly like and be prepared to send me a three-paragraph summary highlighting important takeaways. Read pp. intro-9; 56-67 of *In Brevity*. 50 word story using techniques from *Brevity*; paragraph response to FFF, pp. 9-27.THURS: Read pp. 85-194 of *A Poet's Companion*. Choose one selection you particularly like and write a three-paragraph response. Read pp. 10-14; 68-79 of *In Brevity*. An annotated list of publications specifically seeking short works of creative writing (minimum ten sources), typed and printed. 200 word story due using ideas from *Brevity*. Complete paragraph response to FFF, pp. 28-45. Week TWO May 14 and May 16TUES: Read pp. 15-21; 80-95 of *Brevity*. Note interesting passages and insights to incorporate into your 500 word story. 500 word story due. Complete paragraph responses to FFF, pp. 46-67.THURS: Read pp. 22-29; 96-109 of *Brevity*. Complete paragraph response to FFF, pp. 68-92.Week THREE May 21 and May 23TUES: Read pp. 30-36; 110-114 of *Brevity*. Choose one selection you particularly like, and send me a paragraph response. Complete paragraph responses to FFF, pp. 93-114.THURS: Read pp. 37-40; 115-119 of *Brevity*. Complete paragraph response to FFF, pp. 115-134.Week FOUR May 28 and May 30TUES: Read pp. 41-45; 120-123 of *Brevity*. Choose one selection you particularly like, or find challenging, Complete paragraph response to FFF, pp. 135-156.THURS: Complete paragraph response to FFF, pp. 157-180.Week FIVE June 4 and June 6TUES: Read pp. 195-203 of *The Poet's Companion*. Choose one selection you particularly like, and write a three-paragraph response.THURS: 1000 word story due. Complete paragraph response to FFF, pp. 181-199.Week SIX June 11 and June 13TUES: Revision of a 1000 word story due. Complete paragraph response to FFF, pp. 200-217.THURS: meet on zoom for one hour. (Link will be sent closer to this date)

4. Resources: What resources will you use in your learning?

The Poet's Companion, by Dorianne Laux and Kim Addonizio ISBN: 978-0-393-31654-4
Brevity: A Flash Fiction Handbook by David Galef ISBN13: 978-0231179690
Flash Fiction Forward: 80 Very Short Stories by Robert Shapard ISBN 10: 0393328023
[lick or tap here to enter learning resources.](#)

5. Assessment and Evaluation Methods:

- | | |
|---|--|
| <input type="checkbox"/> case study | <input checked="" type="checkbox"/> oral interview |
| <input type="checkbox"/> certificate/license/exam | <input type="checkbox"/> portfolio |
| <input checked="" type="checkbox"/> essay | <input type="checkbox"/> presentation |
| <input checked="" type="checkbox"/> journal | <input checked="" type="checkbox"/> project evaluation |
| <input type="checkbox"/> objective test | <input checked="" type="checkbox"/> reflective paper |
| <input type="checkbox"/> observation | <input checked="" type="checkbox"/> research paper |

- ☐ simulation
- ☐ other (describe):

Click or tap here to enter description for other evaluation.

6. Who have you consulted on this proposal?

Student and instructor have discussed this course as an FDIS so this student can graduate in Summer. Thank you, Suzanne Nielsen