



The
MFA
Program
For Writers

WARREN WILSON COLLEGE

STUDENT RESIDENCY EVALUATION JULY 1-11, 2020

NAME: _____

Because part of each semester's 15 hours of graduate credit is based on participation in residency activities, this form will become part of your permanent record. Far more important than mere documentation, however, its *primary purpose* is for considered self-evaluation of your participation.

DO NOT SUBMIT YOUR NOTES from the sessions; these are for your personal use only. You are asked to review those notes, synthesize them, and articulate a thoughtful first response.

Please prepare a **coherent, substantive paragraph or two** for each class or lecture you attend, using the following prompts:

- (1) **summarize the main ideas as you understand them;**
- (2) **suggest how they may prove pertinent or instructive for your own work, or make connections to other presentations and reading;**
- (3) **very briefly assess the manner of presentation.**

A slightly different set of prompts is provided for your **Bookshop Seminar**.

EACH CLASS OR LECTURE REPORT MUST BE CONTAINED ON A SINGLE SHEET.

An unsigned copy of each report will be sent by the Office to the faculty or graduate presenter.

Your completed Summary of Attendance and Residency Evaluation—response to each class and lecture presentation, assessment of your workshop experience and supervisor interaction, and comments on any other salient aspects of this residency—is due in the MFA OFFICE by July 15, 2020 through our Google Form.

Do not print or submit a paper copy; name files according to the following template: "Surname July20log" / "Surname July20GS" and upload the completed forms by following the link below:

[July 2020 Student Residency Evaluations & Logs](#)

FACULTY CLASSES/LECTURES

Christopher Castellani: Serious Fun: The What and Why of Wit

Angela Flournoy: Yearning, Despair and Outrage: After Loss in Fiction

Brooks Haxton: Flow

Joan Silber: Crimes, Wrong Guesses, and Coherence

Dana Levin: Some Notes on Poetry: Divination, Reverie, Dream

Kaveh Akbar: The Word Dropped Like a Stone: Sacred Poetics Under the Reign of the Money Grid

Alix Ohlin: Peripheral Vision: Seeing Around the Narrator

Debra Spark: Writing in a Time of Disaster

Amaud Jamaul Johnson: Please, Pleas, Please: The Poetics of Apologies, Petitions, and Appeals

Christine Kitano: *Ars Poetica* 2020: The Utility of Poetry in the Contemporary Moment

Jamel Brinkley: Managing the Ego in First Person Narrative

Sonya Chung: On Simplicity, or The Risks of Becoming Sophisticated

Robert Boswell: Distance and Intimacy

Matthew Olzmann: Microcosm and Macrocosm

Writing in a Time of Emergency

STUDENT CLASSES

Instructor: _____

STUDENT CLASSES

Instructor: _____

STUDENT CLASSES

Instructor: _____

STUDENT CLASSES

Instructor: _____

STUDENT CLASSES

Instructor: _____

BOOKSHOP SEMINAR

INSTRUCTOR: _____

TEXT: _____

YOUR ANNOTATION TOPIC: _____

Discussion focus on Day 1:

Discussion focus on Day 2:

Most valuable aspect of the seminar for you

Briefly assess the structure, leadership and group participation (including your own):

Please indicate here which Workshop or Thesis Interviews you participated in:

WORKSHOPS/THESIS INTERVIEWS: Describe faculty and student participation (including your own) in the sessions, and assess the discussion of your work.

PROJECT PLAN: How much time did you spend with your project supervisor in groups and individually? Do you feel comfortable with your project?

OTHER ACTIVITIES you found particularly valuable:

COMMENTS/SUGGESTIONS

If you think of other ideas for future residencies after you have left, please write or call and let us know. We welcome your contributions.