

ENGL 0021 - CREATIVE WRITING (FICTION)

Catalog Description

Prerequisite: Eligibility for ENGL 1A

Hours: 54 lecture

Description: Writing fiction, with reading assignments of literary models in short story and/or novel. Includes analysis of the models as well as discussion and criticism, in a workshop mode, of original student prose. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Identify, interpret, and analyze the fundamentals of fiction, through a variety of forms, styles, and historical periods.
- CSLO #2: Apply literary elements, devices, and forms of fiction to create college-level works of original fiction.
- CSLO #3: Discuss, critique, edit, and revise original fiction through peer review workshops.

Effective Term

Fall 2017

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

Upon successfully completing English 21, students will be able to:

- 1) Identify, interpret, and analyze the fundamental elements of short prose fiction.
- 2) Analyze selected works of prose fiction.
- 3) Apply analysis of literary elements, devices, and forms in fiction to the creation of college level works of original short fiction.
- 4) Apply knowledge of genres and sub-genres to creation of imaginative works of fiction.
- 5) Identify and apply common practices of editing and peer review in the creative writing process.
- 6) Interpret, analyze, and evaluate published fiction and related non-fiction prose.
- 7) Assimilate literary concepts and critical standards into the interpretation, analysis, and evaluation of classmates' and students' own work through peer review workshops.
- 8) Identify and apply stages of the editorial process in the selection and revision of works of fiction for assessment.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Fine Arts
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Guided by the instructor, students will engage in close reading of selected short fiction to identify elements of fiction to be applied to their own original writing.
- Essay Examinations
 - Example: Student will demonstrate mastery of fundamentals of fiction through short answers and apply concepts to the analysis of fiction (structure, themes, and contexts) in response to in-class essay prompts: e.g. Analyze the relationship between the narrative point of view and theme in "The Open Boat." What societal values does Crane both support and question in his story?
- Projects
 - Example: Student will submit four or more final drafts of original fiction in a final portfolio, suitable for submission to a college-level journal or magazine. The portfolio will contain a total of 20 to 30 pages. Instructor will provide a list of appropriate college-level journals and magazines and guide students through the submission process.
- Skill Demonstrations
 - Example: Student will produce short, descriptive in-class writing to demonstrate an understanding of and ability to describe a scene, describe a setting, describe a specific character, and so on. Instructor will provide appropriate examples to model these skills.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will lead students through lecture, discussion seminars, directed study, and activities to identify how to analyze and compare and contrast fiction. Students will give compare and contrast examples from their reading. Instructor will assimilate literary concepts and critical standards into the interpretation, analysis, and evaluation of classmates' and students' own work through peer review workshops. Instructor will form peer review partners/groups and facilitate peer review as students apply critical standards to drafts. Instructor will identify the stages of the editorial process in the selection and revision of short fiction assignments for assessment. Instructor will provide revision feedback on each student's short

fiction assignment, focusing on literary concepts such as character, plot, and/or theme, in preparation for student to revise and proofread assignment for the final draft. Students will apply their understanding of published fiction to write original works of short fiction. Instructor will assign and evaluate reports, exercises from prompts, and rough and final drafts of original fiction. Instructor will assign and evaluate student to participation in the writing process, including editing and revision.

Distance Learning

1. Instructor will demonstrate and oversee student analysis and evaluation of professional and student writing incorporating terms, concepts, and standards covered in lecture and discussion.

Typical Out of Class Assignments Reading Assignments

1. Read Marquez's "A Very Old Man With Enormous Wings." How does Marquez incorporate several sub-genres of fiction such as myth and fable into this short, short story? How does he use poetical language? Use specific paragraph references for class discussion. 2. Read any three stories from Alice Munroe's *Moons of Jupiter*. In what ways are the characters connected? How do the stories function as individual narratives as compared to their function within the series? Is *Moons of Jupiter* a novel, a novella, or a series of connected short stories? Compare and contrast *Moons of Jupiter* with Rick Bass' *Deer Pasture*. What similarities and differences do you notice? 3. Read Lauren Goff's "Ghost and Empties" and create a visual "map" of the story that identifies and analyzes the narrative structure and design.

Writing, Problem Solving or Performance

1. Write three sets of dialogue, each 2 pages long, based on the interviews you conducted of classmates. Using that information, create 3 different conversations between 6 different characters. Use minimal setting detail and description. Let the dialogue develop the characters and tone. Refer to "Hills Like White Elephants" as discussed in class. Be ready to share these dialogue drafts in class. 2. Write a new ending to Crane's "Open Boat." Maintain the point of view, tone, and style of the original story, but change the crisis and climax to reflect a new resolution and, therefore, theme. Write 3 - 4 pages, and be ready to share this draft in the workshop.

Other (Term projects, research papers, portfolios, etc.)

Complete a final portfolio of original fiction demonstrating a thorough knowledge of college-level fiction writing in a format suitable for publication in college journals or magazines.

Required Materials

- Fiction 100: An Anthology of Short Fiction
 - Author: Pickering
 - Publisher: Prentice Hall
 - Publication Date: 2011
 - Text Edition: 13th
 - Classic Textbook?:
 - OER Link:
 - OER:
- The Best American Short Stories, 2016

- Author: Junot Diaz
- Publisher: Mariner
- Publication Date: 2016
- Text Edition:
- Classic Textbook?:
- OER Link:
- OER:
- The Norton Anthology of Short Fiction
 - Author: R.V. Cassill
 - Publisher: W.W. Norton
 - Publication Date: 2006
 - Text Edition: 7th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Writing Fiction
 - Author: Janet Burroway and Susan Weinberg
 - Publisher: Pearson Longman
 - Publication Date: 2010
 - Text Edition: 8th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Creative Writer's Handbook
 - Author: Jason & Lefcowitz
 - Publisher: Pearson
 - Publication Date: 2010
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.