



**School of Arts & Science**  
**ENGLISH DEPARTMENT**  
**ENGL 152-01**  
**Creative Writing: Nonfiction**  
**Spring 2008**

The Approved Course Description is available on the web @ [camosun.bc.ca](http://camosun.bc.ca)

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

Pre- or co-requisite: English 150

### 1. Instructor Information

(a)	Instructor:	Dr. Candace Fertile
(b)	Office Hours:	Wednesday 2-5 or by appointment
(c)	Location:	Paul 337
(d)	Phone:	370-3354 (24 hour voicemail)
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)

### 2. Intended Learning Outcomes

At the end of the course students will be able to:

1. Produce clear and interesting writing that is to be read by a general audience.
2. Practice writing creative non-fiction.
3. Critically analyze the creative nonfiction process.
4. Produce essays and articles that go beyond facts and explore the world in a personal and creative way.
5. Write nonfiction in a style that is as accurate and informative as reportage, yet is personal, provocative, and dramatic as fiction.
6. Evaluate the role of the audience in the development of style and content.
7. Conduct interviews and use electronic tools in order to research various topics.
8. Submit a query for a manuscript to a publisher.

### 3. Required Materials

*The Truth of the Matter* by Dinty W. Moore (in the bookstore) and a recent dictionary

### 4. Course Content and Schedule

The schedule is subject to change, and it is likely that more readings will be added.

Readings must be done before the class in which they are to be discussed.

Assignments must be handed in at the beginning of the class on the due date.

May 6

Introduction

Sample writing (in class)

May 8

Chapters One, Two and Three

The Brief Essay (pages 103-110)

May 13

Paragraph Assignment (#1, page 28, 125-150 words) due

**Short Essay (#2, page 28, 500-600 words) due**

Video

May 15

**Personal response to video (500-550 words) due**

Guest lecturer: Dr. Lynne Van Luven, Dept. of Writing, University of Victoria

May 20

Chapters Four, Five, and Six

May 22

Chapter Seven: The Memoir Essay

James Baldwin, "Notes of a Native Son," (111-126)

Jo Ann Beard, "Out There," (127-131)

Tony Earley, "Somehow Form a Family," (143-150)

Lucy Grealy, "Mirrorings," (157-166)

May 27

Chapter Eight: The Literary Journalism Essay

Pico Iyer, "Where Worlds Collide," (189-199)

David Shields, "42 Tattoos," (243-251)

Workshop on memoir essay draft (1000-1200 words)

May 29

**Memoir Essay (1000-1200 words) due**

John McPhee, "The Search for Marvin Gardens," (211-219)

Chapter Nine: The Personal Essay

Amy Tan, "Mother Tongue," (252-256)

June 3

Chapter 10: Revision and Narrative Structure

Workshop on literary journalism essay draft (1500-1800 words)

June 5

**Literary Journalism Essay (1500-1800 words) due**

David Sedaris, "The Drama Bug," (229-235)

Terry Tempest Williams, "The Clan of One-Breasted Women," (257-262)

June 10

Discussion of Reviews

Workshop on Personal Essay (1500-1800 words)

June 12

**Personal Essay (1500-1800 words) due**

Discussion of Travel Writing

June 17

Workshop on review (750-1000 words) OR travel piece (750-1000 words)

June 19

**Review OR Travel Piece (750-1000 words) due**

Wrap-up and class readings

## 5. Basis of Student Assessment (Weighting)

0% sample writing (first week; must be done to pass course)

All assignments done outside of class are due at the beginning of the class on the due date.

Please put word count at the end of all assignments done outside of class.

No late papers.

05% paragraph assignment (#1, page 28, 125-150 words; due May 13)

10% short essay (#2, page 28, 500-600 words; due May 13)

10% response to video (500-550 words; due May 15)

15% memoir essay (1000-1200 words; due May 29)

20% literary journalism essay (1500-1800 words; due June 5)

15% personal essay (1500-1800; due June 12)

10% review or travel piece (750-1000 words; due June 19)

15% in-class assignments, participation, workshops

## 6. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)

<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

#### Other Information:

**NOTE: Late work is not accepted; therefore, late work results in a zero for the assignment.** Only under extraordinary circumstances will I accept late work. You should assume that all work must be handed in on time—and that means at the beginning of the class on the due date.

#### Expectations:

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Please note that it is difficult to pass this course without completing all the assigned written work, and work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; all work must be work that is done for this class not any other; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format following MLA format. Keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be given a zero.

**IMPORTANT:** You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the assigned material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Look up unfamiliar words or words that do not make sense to you in the context. Class discussions are to be conducted in a supportive manner with attention given to the speaker. Enthusiastic participation in discussion is desirable—and we will try to give everyone a chance to voice opinions.

### **Grades and Their Meaning**

- A range—superior level of achievement—a paper worth consulting
  - good insight into material with detailed, significant discussion
  - effective organisation for paper's purpose
  - fluent, error-free expression
- B range—high level of achievement—a paper worth keeping
  - competent treatment of material with full but not as detailed a discussion as A
  - organisation contributes to sense but lacks effectiveness of an A paper
  - free of common errors
- C+ a little above satisfactory—a paper worth doing
  - sound content, somewhat mechanical organisation
  - may have one or two serious errors in expression
- C satisfactory
  - acceptable but commonplace content adequately supported
  - coherent but mechanical organisation
  - sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting
  - limited content with weak support
  - organisation may be confusing
  - numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper--inadequate or inaccurate content with limited or no support; numerous errors that prevent communication

It may be helpful to use a three-ring binder with lined 8 ½ by 11 inch paper, with tabs for separate sections—vocabulary, grammar issues, notes on readings, questions, ideas, suggestions. Please bring regular-sized (8 ½ by 11) paper to class for in-class work.

Useful Resources:

<http://www.dintywmooore.com/truth.htm>

<http://owl.english.purdue.edu/> (for general information about writing, grammar, MLA)

*The Elements of Style* by Strunk and White (a classic)

A Canadian Writer's Reference (4<sup>th</sup> edition) by Diana Hacker