



COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Bronwen Welch		
(b)	Office Hours:	M/W 1:00 to 2:30		
(c)	Location:	Paul 326		
(d)	Phone:	250-370-3342	Alternative Phone:	
(e)	Email:	welchb@camosun.bc.ca		
(f)	Classroom	Young 325		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Analyze, at a beginner's level, the process of writing fiction.
2. Practice the writing process appropriate to fiction.
3. Produce plots, settings, characters and appropriately nuanced language with effective use of figures of speech.
4. Compose a journal for the purpose of experiencing the effectiveness of journal keeping.
5. Practice appropriate research for giving fiction credibility.
6. Identify the various resources available for writers.
7. Prepare a story for submission for publication.

3. Required Materials

- (a) Texts Writer's Gym: Exercises and Training Tips for Writers Eliza Clark

4. Course Content and Schedule

Week 1 (January 6)	Readings: Coupland, Moody, Atwood (pages 1-10) Workshop topics: Character Traits
Week 2 (January 11-13)	Readings: Anderson-Dargatz, Boyle, Carlson (pages 11-30) "The Garden Party" by Katherine Mansfield (handout) Workshop topics: Using the senses Unifying the narrative Video: "Are These Actual Miles"
Week 3 (January 18-20)	Readings: Pyper, Livesey, Redhill (pages 31- 41) "Borders" by Thomas King (handout) Workshop topics: Point of view

Week 4 (January 25-27)	Readings: Heighton, House Uppal (pages 42-61) "A Good Man is Hard to Find" by Flannery O'Connor (handout) Workshop topics: Point of View (continued) Showing vs. Telling
Week 5 (Feb 1-3)	Readings: Litt, Pullinger, Gowan (pages 62- 69) "A&P" by John Updike (handout) Workshop topics: Characterization The uses of memory
Week 6 (Feb 8-10)	Readings: Ruth, Almond (pages 70- 85) Workshop topics: Characterization (continued) Editing your manuscript
Week 7 (Feb 15-17)	Readings: Hayward, Sileika (86-97) Workshop topics: Effective Beginnings Close revision
Week 8 (Feb 22-24)	Readings: Hollingshead Ohlin (98-113) "An Easy Life" by Bronwen Wallace (handout) "Cathedral" by Raymond Carver (handout) Workshop topics: the Flashback Metonymy Subtext
Week 9 (March 1- 3)	Readings: McDermid, Woodrow (114-125) Workshop topics: the role of research in Writing
Week 10 (March 8-10)	Readings: Itani, Bush (126-135) "A Field of Wheat" by Sinclair Ross "The Yellow Wallpaper" by Charlotte Perkins Gilman Workshop topics: Interior/Exterior landscapes
Week 11 (March 15-17)	Peer Critiques
Week 12 (March 22-24)	Peer Critiques
Week 13 (March 29-31)	Peer Critiques Workshop topic: Preparing Manuscripts for Submissions
Week 14 (April 7)	Peer Critiques Personal interview

5. Basis of Student Assessment (Weighting)

(a) Assignments (with minimum word counts)

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| 1. The Ticking Clock (see pages 18-30) | 1500 words | 10% |
| 2. Re-enacting/Re-creating (see pages 42-47) | (portfolio exercise) | 5% |

3. What's Your Myth (see pages 52-56)	1500 words	10%
4. Yesterday's News (see pages 57-61)	(portfolio exercise)	5%
5. Every Picture Tells a Story (see pages 86-91)	(portfolio exercise)	5%
6. The Found Story (see pages 120-122)	1500 words	10%
7. The Flashback (see pages 98-102)	(portfolio exercise)	5%
8. Metonymy (105-106)	(portfolio exercise)	5%
9. What's Left Unsaid (see pages 109-113)(portfolio exercise)		5%
10. The Instant Story (see pages 123-125)	1500 words	15%
11. Your Masterpiece (your choice)	2500 words	20%
11. Deconstructing Beds	(portfolio exercise)	5%

Formatting assignments (including portfolio work)

- Typed
- Double-spaced
- Clearly identified (i.e, your name, my name, the course name, all in the upper left hand corner)
- An interesting, thought provoking title
- Stapled (if multi-paged)

Due dates will be announced during the term. Your portfolio of completed exercises is due on the last day of class.

Participation: One (1) of your major assignments must be critiqued by the class, during a scheduled critiquing session.

Attendance will be taken during peer critiquing sessions. Each absence from a critiquing session will result in a 2% reduction of your total final grade for the course.

You are responsible for making sufficient hard copies of your story for each member of the class. These stories will be distributed, by you, during the class immediately prior to the critiquing session. A schedule will be developed to help you plan for this.

5. Basis of Student Assessment (Weighting)

- (a) **Regular Assignments** **65%**
- (b) **Exercise Portfolio** **35%**

The Portfolio

Your portfolio consists of work you do outside of class. At the end of the semester, on the last day of class, these pieces will be collected into a portfolio and handed in to me. It is worth 35% of your final grade.

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 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. (<i>For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.</i>)
CW	<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.

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.

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.

Attention!

- ❖ **Late work will be deducted 10% a day unless you have a documented medical excuse. All work must be handed in on time—and that means at the beginning of the class on the due date.**
- ❖ **I will not accept any work that is over a week late.**
- ❖ **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>**
- ❖ **You must keep a photocopy or disk copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.**
- ❖ **You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**