



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Christine Kirchner
(b)	Office Hours:	Mondays: 1:30 – 2:30 p.m.; Tuesdays & Thursdays: 1:00 p.m. – 2:30 p.m.; or by appointment
(c)	Location:	Paul 226
(d)	Phone:	250-370-3329
(e)	Email:	kirchner@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of this course the student 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 non-fiction in a style that is as accurate and informative as reportage, yet as 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

- (a) **Texts:** Dinty W. Moore, *The Truth of the Matter*, 2007.
Jon Krakauer, *Into the Wild*, 1996.
- (b) **Other:** CRWR 152 Course Package.
- (c) **Recommended:** Muriel Harris (2011) 8th Edition, *Prentice Hall Reference Guide* or a similar MLA guide.

4. Course Content and Schedule

Course Description: This course offers students with strong writing ability an opportunity to explore and develop their skills and possible goals in writing major nonfiction forms, such as features, memoir, travel, personal essay, history, and social analysis.

Class Meets: Mondays and Wednesdays: 2:30 p.m. -- 3:50 p.m. in Paul 109.

READING LIST:

- Mon., Jan. 6** Course Introduction
The Art and Craft of Creative Non-fiction
- * Nexus Article: Review of Visiting Author or Event: p. 139 (CP).
- Wed., Jan. 8** **READ:** pp. 3 - 7, Chapter One, "True Stories, Innovative Forms" in *The Truth of the Matter* (Moore).
- Interviewing and Writing Exercise
- Mon., Jan. 13** **Unit I: Memoir**
- READ:** pp. 65 - 73, Chapter Seven, "The Memoir Essay" (Moore)
- * Memoir Assignment: pp. 133 – 134 (CP).
- Wed., Jan. 15** **Unit I: Memoir, cont'd.**
- READ:** pp. 286 - 91 "Memoir? Fiction? Where's the Line?"
by Mimi Schwartz (Moore).
- The "Blocks Exercise"
- Mon., Jan. 20** **Unit I: Memoir, cont'd.**
- READ:** pp. 29 – 34, "I Told You When I Came I Was a Stranger"
by Susan Musgrave (CP).
- Wed., Jan. 22** **Memoir Workshop**
- Mon., Jan. 27** ***Memoir Essay is due (15%) at the beginning of the class.***
- Unit 2: Literary Journalism**
- READ:** pp. 8-18, Chapter Two, "What Makes Nonfiction Creative?" (Moore)
pp. 103-104, "Alive" by Laurie Lynn Drummond (Moore).
- * Literary Journalism Assignment: pp. 133 – 134 (CP).
- Wed., Jan. 29** **Unit 2: Literary Journalism, cont'd.**
- READ:** pp. 74 – 83, Chapter Eight, "The Literary Journalism Essay"
(Moore)
p. 37, "Nothing's sacred at Safeco" by Jack Knox (CP).
- Mon., Feb. 3** **Unit 2: Literary Journalism, cont'd.**
- READ:** pp. 21 – 28, Chapter Three, "Building Blocks of Creative
Nonfiction: Detail and Description" (Moore).
- Wed., Feb. 5** **Unit 2: Literary Journalism, cont'd.**
- READ:** pp. 29- 41, Chapter Four "Building Blocks of Creative Nonfiction:
Characterization and Scene" (Moore).
- Mon., Feb. 10** *FAMILY DAY. COLLEGE CLOSED.*
- Wed., Feb. 12** **Unit 2: Literary Journalism, cont'd.**
- READ:** pp. 276 - 278, "Making the Truth Believable" by Tracy Kidder (Moore)
pp. 38 - 45, "The Incident" by Lee Gutkind (CP).
- Mon., Feb. 17** **Literary Journalism Workshop**
- Wed., Feb. 19** ***Literary Journalism Essay is due (15%) at the beginning of class.***
- Unit 3: The Personal Essay**

READ: pp. 49 - 52, Chapter Nine, "The Personal Essay" (Moore)
pp. 41- 44, "The Hero(ine)'s Journey" by Janet Greidanus (CP).

* The Personal Essay Assignment: pp. 133 – 134 (CP).

Mon., Feb. 24 **Unit 3: The Personal Essay, cont'd.**

READ: pp. 42- 51, Chapter Five "Building Blocks of Creative Nonfiction: Distinctive Voice and Intimate Point of View" (Moore).

Wed., Feb. 26 **Unit 3: The Personal Essay, cont'd.**

READ: pp. 54 – 62, Chapter Six "Building Blocks of Creative Nonfiction: Discovery" (Moore).

Mon., Mar. 3 **The Personal Essay Workshop**

Wed., Mar. 5 ***The Personal Essay is due (15%) at the beginning of class.***

Unit 4: The Creative Non-fiction Novel and The Book Review

READ: *Into the Wild* by Jon Krakauer
pp. 140-142, "Not everybody's a critic" by Richard Schickel (CP).

* The Book Review Assignment: pp. 137 – 138 (CP).

Mon., Mar. 10 **Unit 5: Travel Writing**

READ: pp. 55- 57, "Breaking into Travel Writing" by Peat O' Neil (CP)
pp. 58 - 67, "Types of Travel Articles" (CP)
pp. 68 – 125, Examples of Travel Articles (CP).

* The Travel Article Assignment: pp. 133 – 134 (CP).

Wed., Mar. 12 **Unit 5: Travel Writing, cont'd.**

Mon., Mar. 17 ***Book Review is due (10%) at the beginning of class.***

Unit 5: Travel Writing, cont'd.

Wed., Mar. 19 **Unit 5: Travel Writing, cont'd.**

READ: pp. 126 - 127, "Travel Like A Travel Writer" (CP)
pp. 128 - 129, "The Travel Journal" (CP).

Mon., Mar. 24 **Unit 5: Travel Writing, cont'd.**

READ: pp. 263 – 275 "Seeing" by Annie Dillard (Moore).

Wed., Mar. 26 **Travel Article Workshop**

Mon., Mar. 31 ***Travel Writing Article (15%) is due at the beginning of class.***

* The Query Letter Assignment: pp. 135 – 136 (CP).

Wed., Apr. 2 **READ:** pp. 93 – 99, Chapter Ten "Revision and Narrative Structure" (Moore).

Mon., Apr. 7 ***Query Letter is due (5%) at the beginning of class.***

Wed., Apr. 9 ***Author Reading Assignments (15%) are due at the beginning of class.***

FINAL CLASS WRAP UP.

5. Basis of Student Assessment (Weighting)

Evaluation: each assignment will be preceded by *detailed* instructions:

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| 1. Memoir Essay (due on Mon., Jan. 27) | 15% |
| 2. Literary Journalism Essay (due on Wed., Feb. 19) | 15% |
| 3. The Personal Essay (due on Wed., Mar. 5) | 15% |
| 4. Book Review (due on Mon., Mar. 17) | 10% |
| 5. Travel Article (due on Mon., Mar. 31) | 15% |
| 6. Query Letter (due on Mon., Apr. 7) | 5% |
| 7. Author Readings (final due date = Wed., Apr. 9) 3 X 5% = | 15% |
| 8. Participation (class, writing workshops, attendance, etc.--ongoing) | 10% |

100%

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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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 the College web site in the Policy Section.

Students' Responsibilities:

1. Attend class regularly (phoning or relaying a message if unable to be present). Attendance will be recorded each class.
2. Contribute to class discussion; request assistance; and encourage and assist other students.
3. Read closely and critically all assigned readings from the text *before* class.
4. Complete all assignments *before* class (as they are due at the beginning of each class).
5. **All assignments must be completed for credit in this course. Failure to complete even one assignment will result in a failing grade in the course.**
6. Hand work in on time (at the beginning of class on the due date). Late submissions must be negotiated and will be penalized 5% per day, counting weekends, up to a maximum of five (5) weekdays, after which they will not be accepted.
7. Demonstrate knowledge of MLA documentation. Plagiarism is a violation of academic ethics which results in serious penalties; therefore, it is vital to give credit where credit is due. Use research/reference materials to support your ideas, not replace them, and make sure your documentation is accurate. For College policies regarding plagiarism, see Student Conduct Policy, "Academic Misconduct," in the Camosun Student Calendar.

Instructor's Responsibilities:

The instructor will adapt the course appropriately, function as a senior learner, share her own ideas and writing, stimulate and support the learning of others, give every opportunity for success, provide clear instructions and examples for assignments, comment helpfully, return work promptly, and treat students with respect, fairness, and honesty.