



CAMOSUN COLLEGE
School of Arts & Science
Department of English

CRWR-152-001
Intro to Creative Nonfiction
Fall 2019

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Christine Kirchner
(b) Office hours	Tuesdays and Thursdays: 5:30 p.m. - 6:30 p.m. . . . or by appointment
(c) Location	Paul 226
(d) Phone	250-370-3329
(e) E-mail	kirchner@camosun.bc.ca

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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

1. Produce clear and interesting writing for a general audience.
2. Produce creative non-fiction writing at a beginner level.
3. Critically analyze the creative nonfiction process.
4. Produce essays and articles that explore the world in a personal and creative way.
5. Read, analyze, and discuss published works of creative nonfiction
6. Evaluate the role of the audience in the development of style and content.
7. Conduct interviews and use electronic tools in order to explore 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.

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: Tuesdays and Thursdays: 2:30 p.m. -- 3:50 p.m. in Fisher 334.

READING LIST:

- Tues., Sept. 3** Course Introduction
The Art and Craft of Creative Nonfiction

* Nexus Article: Review of Visiting Author or Event: p. 179 (CP).
- Thurs., Sept. 5** **READ:** pp. 3 - 7, Chapter One, "True Stories, Innovative Forms" in *The Truth of the Matter* (Moore).

Interviewing and Writing Exercise
- Tues., Sept. 10** **Unit I: Memoir**

READ: pp. 65 - 73, Chapter Seven, "The Memoir Essay" (Moore).

* Memoir Assignment: pp. 171 – 172 (CP).
- Thurs., Sept. 12** **Unit I: Memoir, cont'd.**

READ: pp. 286 - 291 "Memoir? Fiction? Where's the Line?" by Mimi Schwartz (Moore).

The "Blocks Exercise"
- Tues., Sept. 17** **Unit I: Memoir, cont'd.**

READ: pp. 39 – 44, "I Told You When I Came I Was a Stranger" by Susan Musgrave (CP).
- Thurs., Sept. 19** **Memoir Workshop**
- Tues., Sept. 24** ***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).

* Literary Journalism Assignment: pp. 171 – 172 (CP).
- Thurs., Sept. 26** **Unit 2: Literary Journalism, cont'd.**

READ: pp. 103-104, "Alive" by Laurie Lynn Drummond (Moore).
pp. 18-19 "Guilt by Provocation" by Elizabeth Boltson Gordon (CP).
- Tues., Oct. 1** **Unit 2: Literary Journalism, cont'd.**

READ: pp. 74 – 83, Chapter Eight, "The Literary Journalism Essay" (Moore)
p. 47, "Nothing's sacred at Safeco" by Jack Knox (CP).
- Thurs., Oct. 3** **Unit 2: Literary Journalism, cont'd.**

READ: pp. 21 – 28, Chapter Three, "Building Blocks of Creative Nonfiction: Detail and Description" (Moore).
- Tues., Oct. 8** **Unit 2: Literary Journalism, cont'd.**

READ: pp. 29- 41, Chapter Four "Building Blocks of Creative Nonfiction: Characterization and Scene" (Moore).
- Thurs., Oct. 10** **Unit 2: Literary Journalism, cont'd.**

READ: pp. 276 - 278, "Making the Truth Believable" by Tracy Kidder (Moore)
pp. 48 - 55, "The Incident" by Lee Gutkind (CP).

- Tues., Oct. 15 Unit 2: Literary Journalism, cont'd.**
READ: pp. 56 - 58, "Year after tragedy, dad urges tougher hit-and-run laws" by Jack Knox (CP).
- Thurs., Oct. 17 Unit 2: Literary Journalism, cont'd.**
READ: p. 59, "Children Decide They Don't Want to Live" by Susan Musgrave (CP).
- Tues., Oct. 22 Unit 2: Literary Journalism, cont'd.**
 Literary Journalism versus "Standard Journalism"
READ: pp. 60 - 63, "A smart way to protect the forest"; "The most violent workplace stays in the shadows"; "Same-sex marriages aren't worth worrying about"; "The advancing years provide a sense of security" by Jody Paterson (CP).
- Thurs., Oct. 24 Literary Journalism Workshop**
- Tues., Oct. 29 *Literary Journalism Essay is due (15%) at the beginning of class.***
Unit 3: The Personal Essay
READ: pp. 84 - 92, Chapter Nine, "The Personal Essay" (Moore)
 pp. 67- 70, "The Hero(ine)'s Journey" by Janet Greidanus (CP).
 * The Personal Essay Assignment: pp. 171 – 172 (CP).
- Thurs., Oct. 31 Unit 3: The Personal Essay, cont'd.**
READ: pp. 42- 53, Chapter Five "Building Blocks of Creative Nonfiction: Distinctive Voice and Intimate Point of View" (Moore).
 p. 71, "Inner Dialogue"; "Poetry and Prejudice" by Judith Barrington (CP).
 p. 72, "Snow" by Ann Beattie
- Tues., Nov. 5 Unit 3: The Personal Essay, cont'd.**
READ: pp. 54 – 62, Chapter Six "Building Blocks of Creative Nonfiction: Discovery" (Moore).
- Thurs., Nov. 7 The Personal Essay Workshop**
- Tues., Nov. 12 *The Personal Essay is due (15%) at the beginning of class.***
Unit 4: The Creative Nonfiction Novel and The Book Review
READ: *Into the Wild* by Jon Krakauer
 pp. 180-182, "Not everybody's a critic" by Richard Schickel (CP).
 * The Book Review Assignment: pp. 175 – 177 (CP).
- Thurs., Nov. 14 Unit 5: Travel Writing**
READ: pp. 75-77, "Travel Writing: The Point of It" by Paul Theroux (CP)
 pp. 79- 81, "Breaking into Travel Writing" by Peat O' Neil (CP)
 pp. 82 - 83, "Types of Travel Articles: 1. Destination. 2. Special Interest" (CP)
 pp. 92 – 102, Examples of Travel Articles: 1. Destination. 2. Special Interest (CP).
 * The Travel Article Assignment: pp. 171 – 172 (CP).
- Tues., Nov. 19 Unit 5: Travel Writing, cont'd.**
READ: pp. 83 - 85, "Types of Travel Articles: 3. Journey. 4. The Roundup 5. Historical or Holiday Peg" (CP)
 pp. 103 – 111, Examples of Travel Articles: 3. Journey. 4. The Roundup
 5. Historical or Holiday Peg (CP).

Thurs., Nov. 21 **Unit 5: Travel Writing, cont'd.**

READ: pp. 85 - 88, "Types of Travel Articles: 6. Side Trip. 7. Outdoors or Recreation
8. News Peg 9. Humour" (CP)
pp. 112 – 133, Examples of Travel Articles: 6. Side Trip. 7. Outdoors or
Recreation 8. News Peg 9. Humour (CP).

Tues., Nov. 26 **Book Review is due (10%) at the beginning of class.**

Unit 5: Travel Writing, cont'd.

READ: pp. 89 - 91, "Types of Travel Articles: 10. Travel Advice or Service Article.
11. Food and Travel 12. Personal Experience Essay" (CP)
pp. 134 – 163, Examples of Travel Articles: 10. Travel Advice or Service Article.
11. Food and Travel 12. Personal Experience Essay (CP).

* The Query Letter Assignment: pp. 173 – 174 (CP).

Thurs., Nov. 28 **Unit 5: Travel Writing, cont'd.**

READ: pp. 164 - 165, "Travel Like A Travel Writer" (CP)
pp. 166 - 167, "The Travel Journal" (CP).

Writing About Nature

Tues., Dec. 3 **Query Letter is due (5%) at the beginning of class.**

Unit 5: Travel Writing, cont'd.

Writing About Nature, cont'd.

READ: pp. 263 – 275 "Seeing" by Annie Dillard (Moore).
pp. 93 – 99, Chapter Ten "Revision and Narrative Structure" (Moore).

Thurs., Dec. 5 **Travel Article Workshop**

FINAL CLASS WRAP UP.

❖ **Thurs., Dec. 12 *Travel Writing Article (15%) is due at my office at 5:00 p.m.***
Author Reading Assignments (15%) are due at my office at 5:00 p.m.
Journal of at least ten in-class writing exercises is due at my office at 5:00 p.m.

5. Basis of Student Assessment (Weighting)

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

1. Memoir Essay (due on Tues., Sept. 24)	15%
2. Literary Journalism Essay (due on Tues., Oct. 29)	15%
3. The Personal Essay (due on Tues., Nov. 12)	15%
4. Book Review (due on Tues., Nov. 26)	10%
5. Query Letter (due on Tues., Dec. 3)	5%
6. Travel Article (due on Thurs., Dec. 12)	15%
7. Author Readings (final due date = Thurs., Dec. 12) 3 X 5% =	15%
8. Participation: Journal of at least <u>ten</u> in-class writing exercises (due on Thurs., Dec. 12) + writing workshops, attendance, etc.)	10%
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	100%

6. Grading System (Please see the Camosun College grading systems: sections A and B below.)

Standard Grading System (GPA)

Competency Based Grading System

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		1
0-49	F	Minimum level has not been achieved.	0

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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.