



CAMOSUN COLLEGE
School of Arts & Science
Department of English

CRWR-155-D01
Intro to Personal Narrative
Fall 2020

COURSE OUTLINE

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

□ 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	Julian Gunn
(b) Office hours	Wednesdays, 12:00-2:00 pm or by appointment
(c) Location	Collaborate link (See D2L)
(e) E-mail	gunnj@camosun.bc.ca

Welcome to Creative Writing 155! I'm delighted to spend the next fourteen weeks exploring personal narrative with all of you. My name is Julian Gunn. I have been a visitor in both Lkwungen and WSÁNEĆ territories for 29 years, but I was born in Prince George, in Lheidli T'enneh territory, and my ancestors are from England, Scotland, and Wales. I have a master's degree in English literature from UVic.

Below, you'll find the learning outcomes Camosun College has established for the course, and some guidelines about participation, late assignments, and plagiarism. The last two pages show the working schedule for the course.

2. Intended Learning Outcomes

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

1. Recognize and reflect on the value of their own life experiences and observations as a basis for writing;
2. Incorporate individual voices and life experiences, both their own and those of others, into written personal narratives;
3. Examine how creative writing can express values within various historical, cultural, and social contexts and worldviews by reading and analyzing personal narratives from a diversity of personal and cultural viewpoints, including from storytelling traditions.
4. Create detailed, organized narratives in a form suitable to the story, such as memoirs, short stories, orature or poems;
5. Conduct research and use correct documentation appropriate to writing personal narratives;
6. Edit and revise their own work and the work of others as part of the creative process of writing; and
7. Respond critically and respectfully to the ideas of others through discussion and writing

3. Required Materials

None (links and files provided)

4. Course Content and Schedule

Weekly writing workshops Thursday 4:00-5:20pm
See weekly breakdown at end of outline.

5. Basis of Student Assessment (Weighting)

Assignment Breakdown

Some assignments in this course can be delivered in either written or spoken formats.

Assignments	Value	Date	Format
Participation, forums, writing circle	20%	Throughout	Written and spoken
A Story about Yourself	5%	Sept 27	Written or spoken
A Story about a Place	10%	Oct 11	Written or spoken
A Story about Someone	10%	Oct 25	Written or spoken
Braided Essay	15%	Nov 1	Written
Experiment w/Form OR Writing of Witness	20%	Nov 22	Written or spoken
Final Project	20%	Dec 10	Written or hybrid

Brief Descriptions of Assignments

Longer descriptions will be available on D2L under Assignment Descriptions.

A Story About Yourself

- A short written or spoken story that you tell about yourself and that illustrates something important about you

A Story About a Place

- An essayette that reflects on a specific place and its meaning to you

A Story about Someone

- A brief character sketch of a person, illustrating something important or surprising about them

Braided Essay

- A personal essay with two or more strands of narrative that come together

Experiment in Form

- A piece of personal writing that experiments with form (hermit crab essay, audio essay, comic)

Writing of Witness, Protest, and Celebration

- Writing that bears witness to important events and their effects on individual lives

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

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
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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.

Schedule for Creative Writing 155 – D01 – Julian Gunn

This schedule may change.

Readings may appear in more than one week if they're being considered from different perspectives.

Weekly discussions and writing sessions run on Thursdays from 4:00 to 5:20 pm.

Week	Dates (M-Su)	Topic and Main Readings	Assignments Due
1	Sept 7-13	Course Introduction Workshop guidelines Ross Gay, "Loitering is a Delight" from <i>The Book of Delights</i> Heidi Julavits, "October 18" from <i>The Folded Clock</i> <i>Form: the essayette</i>	Mini-Assignment 1 (Wednesday 9 th) (C/I)
2	Sept 14-20	Oral Storytelling and Oral History <i>Coffee with my Ma</i> , "Ma Steals Baby Larry" (podcast) Basil Johnston, "The Man, the Snake, and the Fox" (PDF) Barry Broadfoot (ed.), from <i>Ten Lost Years</i> (PDF) "The Great Fire" (link) <i>Forms: oral storytelling and oral history</i>	
3	Sept 21-27	Form and Structure (1) Descriptive Writing & Sensory Writing Allison K. Williams, "A Brief Guide to Essays" Mary Oliver, "Sister Turtle" (PDF) <i>Form: lyric essay</i>	A Story About Yourself (5%)
4	Sept 28-Oct 4 <i>Orange Shirt Day</i> Sept 30	Writing about Place Revisit: Mary Oliver, "Sister Turtle" (PDF) "Descent into Saanich" by Philip Kevin Paul	
5	Oct 5-11	Time (Scene vs. Summary) Autobiographical Poetry David Plante, "Jean Rhys" Cyrus Grace Dunham "A Year Without a Name" (Link) Simon Armitage, from <i>Book of Matches</i> (PDF) <i>Form: autobiographical poem</i>	A Story About a Place (10%)
6	Oct 12-18	Character Studies Revisit: David Plante, "Jean Rhys" David Sedaris, "The Man Who Mistook his Hat for a Meal" (Link) / TBA <i>Form: character study</i>	
7	Oct 19-25	Form and Structure (2) Nicole Walker, "The Braided Essay as Social Justice Action" Brenda Miller, "A Braided Heart" <i>Form: braided essay</i>	A Story About Someone (10%)
8	Oct 26-Nov 1	Editing circle	Braided Essay (15%)
9	Nov 2-8	Experiments in Form (3) Robin Wall Kimmerer "The Teachings of Grass" (PDF) Jerome Ellis, <i>This American Life</i> segment (podcast) Sarah Leavitt Instagram comics (link) <i>Forms: the hermit crab essay; audio essay; comics</i>	

10	Nov 9-15	Writing of Witness, Protest, and Celebration Jesmyn Ward, "On Witness and Repair" Marguerite Duras, from <i>The War</i> Roxanna Bennett, "The Winged Victory of Samothrace" Gregory Scofield, "She is Spitting a Mouthful of Stars" Caroyln Forche, "The Colonel" Celebratory writing (TBA) <i>Genre: writing of witness</i>	
11	Nov 16-22	Final project discussion	Experiment in Form or Writing of Witness, Protest, and Celebration (20%)
12	Nov 23-29	Project check-in	
13	Nov 30- Dec 6	Editing circle	
14	Dec 7-13	Final meeting and reading	Final Project (20%) Thursday, Dec 10 Reading Circle