



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of English**

**CRWR-154-D02**  
**Intro to Fiction**  
**Winter 2021**

## **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**

<b>(a) Instructor</b>	Micaela Maftai
<b>(b) Office hours</b>	Mondays, 12:30pm-2:30pm, or by appointment
<b>(c) Location</b>	Online
<b>(e) E-mail</b>	MaftaiM@Camosun.bc.ca

### **2. Intended Learning Outcomes**

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

1. Write stories that are well-crafted.
2. Develop a writing process that involves generating, drafting, workshopping, revising and editing.
3. Create plots, settings, characters, and themes using appropriate points of view and nuanced language.
4. Compose a journal that informs the storywriter's process and finished work.
5. Read and analyze diverse published stories to identify crafting techniques.
6. Incorporate authentic detail to give fiction credibility.
7. Identify and use various resources (such as submission guidelines) available for writers in preparing work for publication.
8. Present their work in a professional manner.

### **3. Required Materials**

Please obtain a copy of *The Making of a Story* by Alice LaPlante. We will be using this as a course text. All other material will be posted on our D2L site.

#### 4. Course Content and Schedule

Week	Task(s)	Due
Week One	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course breakdown</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to discussion board</li> </ul>
Week Two	<ul style="list-style-type: none"> <li>• Warmup exercise</li> <li>• “On Keeping a Notebook”</li> </ul>	<ul style="list-style-type: none"> <li>• Complete warm-up exercise (not graded)</li> <li>• Contribute to discussion board</li> </ul>
Week Three	<ul style="list-style-type: none"> <li>• Workshop method/model</li> <li>• Start/write Exercise #1</li> </ul>	<ul style="list-style-type: none"> <li>• Submit for workshop</li> </ul>
Week Four	<ul style="list-style-type: none"> <li>• First Drafts</li> <li>• Read and annotate workshop submissions</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop #1</li> </ul>
Week Five	<ul style="list-style-type: none"> <li>• POV</li> <li>• Start/write Exercise #2</li> </ul>	<ul style="list-style-type: none"> <li>• Final version of Exercise #1 due</li> </ul>
Week Six	<b>READING WEEK – NO CLASSES</b>	
Week Seven	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Preparing work for submission/publication – Video</li> <li>• Read and annotate workshop submissions</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop #2</li> <li>• Final version of Exercise #2 due</li> </ul>
Week Eight	<ul style="list-style-type: none"> <li>• Character I</li> <li>• Start/write Exercise #3</li> </ul>	<ul style="list-style-type: none"> <li>• Submit for workshop</li> </ul>
Week Nine	<ul style="list-style-type: none"> <li>• Character II</li> <li>• Read and annotate workshop submissions</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop #3</li> <li>•</li> </ul>
Week Ten	<ul style="list-style-type: none"> <li>• Showing vs. Telling</li> <li>• Start/write Exercise #4</li> </ul>	<ul style="list-style-type: none"> <li>• Final version of Exercise #3 due</li> <li>• Submit for workshop</li> </ul>
Week Eleven	<ul style="list-style-type: none"> <li>• Creative Nonfiction</li> <li>• Read and annotate workshop submissions</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop #4</li> <li>• Contribute to discussion board</li> </ul>
Week Twelve	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Start/write Exercise #5</li> </ul>	<ul style="list-style-type: none"> <li>• Final version of Exercise #4 due</li> <li>• Submit for workshop</li> </ul>
Week Thirteen	<ul style="list-style-type: none"> <li>• Reliability</li> <li>• Read and annotate workshop submissions</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop #5</li> </ul>
Week Fourteen	<ul style="list-style-type: none"> <li>• Goodbyes</li> </ul>	<ul style="list-style-type: none"> <li>• Final version of Exercise #5 due</li> </ul>

#### 5. Basis of Student Assessment (Weighting)

Assignment	Due date	Weight
Longer pieces (max 3,000 words each)	April 14 (you can submit your longer pieces when you feel they are ready – I will accept work throughout the term)	3 x 10% = 30%
Exercises – final versions	Feb 12, Feb 26, March 19, April 2 and April 16	5 x 6% = 30%
Workshop submissions/Readers' reports	Weeks Four, Seven, Nine, Eleven and Thirteen.	5 x 8% = 40% Half marks for submitting your own work, half for preparing feedback.

**Please make sure** you understand how the grading and workshop/exercise cycles work in this course! There is more information on D2L to make this clear, but if you are at all unsure, please reach out to me for clarification.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

This course presupposes that you are interested in writing, that you are willing to put in time, voluntarily, to get better at writing, and that you believe in the idea that a writer gets better with practice, not by fulfilling the bare minimum of requirements. This course is built on the idea that we're all in this together, and that the best way to spend these 14 weeks is devoting time, effort and energy to becoming better writers, better readers, better critics and better sources of support for our peers.

My suggestions to assist you to succeed are:

- Put in the time. No one can tell you how much time is needed. Put in as much as you can.
- Contact me with questions, concerns, comments, etc. I am a resource and will do my best to help! I'm also pretty good at suggesting other, better or more appropriate sources of support if I know of them.
- Be prepared for this course. That means, for workshop weeks, that you've read and annotated your peers' material, and prepared your reader's reports. For exercises, it means having a clear mind, material to write with, and mental energy for the task.

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

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.