Course Syllabus

Department: Humanities

Date: February 18, 2013

I. Course Prefix and Number: ENG 231

   Course Name: Workshop in Fiction Writing

   Credit Hours and Contact Hours: 3 Credit Hours – 3 Contact Hours

   Catalog Description including pre- and co-requisites: supporting data required for
   grade prerequisite of 'C-' or higher.

This course focuses on the Writing of Fiction. Techniques and skills of the various forms
of fiction, including character and plot development as well as traditional forms are
examined in class and practiced in student writing. Students will learn and practice
strategies for brainstorming, drafting, critiquing, and revising their work, as well as the
critical expertise and technical language to help them better discuss works-in-progress.

Previous experience in fiction is not required, but the student is expected to be proficient
in the mechanics of writing.

Prerequisite: English 101 or permission of Instructor

Relationship to Academic Programs and Curriculum including SUNY Gen Ed
designation if applicable:

This course fulfills a Liberal Arts or General Elective in AA, AS, and AAS degree
programs. This course meets the requirement for “The Arts” SUNY Gen Ed Knowledge
and Skills area.

II. Course Student Learning Outcomes: State the student learning outcome(s) for the course
(e.g. Student will be able to identify…)

Students will be able to draft and revise short stories and character vignettes in various
forms.

Students will be able to use generative strategies appropriate to any given approach.
The strategies include: freewriting, word games, clustering, mapping, writing from
images, exploring figures of speech.

Students will respond to various rhetorical and imaginative situations.
Students will demonstrate knowledge of basic concepts about fiction: the traditional terms, the forms it takes, the craft elements necessary to its success.

Students will be able to read published fiction writers as models for their own work, and learn how to read their colleagues’ writing with authority, compassion, and insight.

Students will interact effectively in workshops by giving and receiving various forms of feedback on drafts in progress.

**College Learning Outcomes Addressed by the Course:** (check each College Learning Outcome addressed by the Student Learning Outcomes)

- [x] writing
- [ ] oral communications
- [ ] reading
- [ ] mathematics
- [x] critical thinking
- [x] computer literacy
- [ ] ethics/values
- [x] citizenship
- [ ] global concerns
- [x] information resources

**III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed):** For each identified outcome checked, please provide the specific assessment measure.

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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<tr>
<td>writing</td>
<td>Students will assemble and submit a Manuscript of their work at the end of the semester. This manuscript will include a Reflective Introduction. Students will also submit a Process Portfolio that includes generative exercises, class notes, reader responses, revisions and changes to their creative pieces, and any other work they believe may demonstrate the learning they have achieved over the course of the semester.</td>
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<td>oral communications</td>
<td>Students will also participate in a public reading from their manuscripts at the end of the semester, demonstrating modes and styles of dramatic recitation.</td>
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<td>reading</td>
<td>Students will include information about how their assessment of other texts (including both student work and published work) has contributed to their analytical and creative expression within their reflective introduction. Explications of various texts will be included in their process portfolios.</td>
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<td>critical thinking</td>
<td>Students will draft a reflective introduction that measures their learning over the course of the</td>
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semester, assesses their own learning and learning habits, and demonstrates the work they have completed. This reflective introduction will also analyze and explain the choices they have made within the manuscript.

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<th>computer literacy</th>
<th>Students will type and present the manuscript and reflective introduction in electronic formats when applicable.</th>
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<td>citizenship</td>
<td>Students will participate in a writing community. Their participation will include peer feedback sessions, on and off campus literary events, online participation in various digital literary communities (blogs, website, social media, etc) and submissions to various literary publications. Their participation will be quantitatively assessed through evidence of participation (online posts, event attendance, receipts of submissions, etc) as well as qualitatively assessed through their reflective introduction to their manuscript.</td>
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<tr>
<td>information resources</td>
<td>Students will include both primary and secondary sources in their manuscript. These sources will be appropriately documented. Annotations of these sources will be included in the process portfolio.</td>
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IV. Instructional Materials and Methods

Types of Course Materials:

A Creative Fiction Anthology such as *The Anchor Book of New American Short Stories* edited by Ben Marcus.

A Book-Length work of Fiction

A Craft Text such as *The Craft of Fiction* by Percy Lubbock

Methods of Instruction (e.g. Lecture, Lab, Seminar …):

Seminar, lecture, discussion, workshop, response papers, student driven peer reviews, classroom exercises.

V. General Outline of Topics Covered:
• Definitions and History of fiction
• Features and characteristics of the genre
• Craft Elements and Considerations (Style, Voice, figures of speech, etc)
• Strategies for Reading-for-the-Craft
• Strategies for Generating
• Strategies for Drafting
• Strategies for Revising
• Research Strategies, including incorporating sources