ENG 364-A01 (97079): FICTION WRITING
Fall 2015

Instructor  Lisa Norris
Office      L and L 404 or virtual
Office Hrs  T, Th, 3–4pm & By appointment
Office phone 509-963-1745—but email is better. I can’t
check phone messages if I’m not on campus. If you wish to
talk on the phone, your best bet is to email me your phone #
and provide times when it’s best for me to call you.
email: NorrisL@cwu.edu

**Note: You can expect an answer to email within 24 hrs Monday-Thursday**

Skype: I am profnorris1. You will need to email
me to set up a time for live chat. I am delighted to meet you
face-to-face if we’re both in the same geographic location and also
happy to talk with you on the phone or via Skype.

Writing is an exploration. You start from nothing and learn as you go.
--E.L. Doctorow

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Course Description

Fiction Writing is a workshop-based course for new writers of fiction with previous
creative writing experience. ENG 263 is a pre-requisite for the class, so some
workshop experience is expected. Eng 364 requires students to write and revise their
new work. Along with review and discussion of published stories, the class will do
writing exercises, watch streaming (or live, if you can get there) literary
performances, listen to audio interviews with writers, and spend the quarter
providing feedback for each other’s original work. Students should be prepared to
spend considerable time and effort responding to both published and peers’ work
as well as doing their own writing and performing of original work (in video
presentations). Since this is a five-credit course, you can expect to work on this
class for approximately 10-15 hours a week (5 “in class” hours per week plus the
standard 2-3 “homework” hours per week for each credit hour). I look forward to
getting to know you and reading your work!

Texts

  SURE TO GET THE 9TH EDITION!)
- Online materials & links given in Canvas
- Your work to be read by your peers online
**Computer/Technology Requirements**
To succeed in this online course, obviously you need access to a computer and the Internet. You also need to be able to read Word documents (.doc or .docx) and PowerPoint slides and watch videos. QuickTime Player, which you can download for free, is a good program for opening/viewing videos. You will also be taking tests online. For the AV presentations, you will need a webcam and microphone. Many smart phones and computers already have these built in. You may use whatever recording software you would like, but I highly recommend Panopto, which is available on the Canvas site. A document explaining how to work with Panopto is given in your Course Overview materials.

Note that the Canvas site offers a number of ways to get help. Explore them by clicking on the red Help button at the top right of the page. There are user guides, a live chat option, and a telephone number you can call for support.

**Personalizing Our Classroom**
When I teach online, I miss the three-dimensional world of your presence, so to compensate for that, I would like each of you to create a representative avatar on the Canvas site. Also, I will be asking you to introduce yourself—and video introductions are certainly welcome. Further, you will be doing a couple of audio-visual presentations that may allow us to see you and hear your voice. Due to the difficulty of scheduling us all into the same time and place, all our class work will be asynchronous.

**My Response Time and Type**
My responses vary depending on the type and length of the assignments, but generally you can expect some kind of feedback within a week. For **Discussions**, generally I will use a rubric to offer a grade, and I will comment in Announcements in a general way on the discussion as a whole. I may also offer a comment or two on Discussion threads that either are exceptional or may need guidance. For **Assignments**, I will use the Speedgrader feature on Canvas to offer more detailed in-text commentary and end comments that you can use for the final drafts of the longer works. Be sure to look at the comments boxes for your assignments when you check your grades. That way, you can be sure you have seen all my feedback. **Peer Reviews** for Assignments will also provide useful feedback for your final drafts. **Quizzes** are graded automatically as soon as you're finished. The highest grade of the two attempts is the one that is averaged into your final grade for the course.

**Outcomes, Assignments and Grading**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment</th>
<th>Pertinent Assignments (Points)</th>
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<tr>
<td>Students will learn to write dialogue, choose point of view, and use exposition, plot, characterization, and setting to</td>
<td>Students will be quizzed on the reading and apply what they’ve learned in writing exercises</td>
<td>Quizzes (10)</td>
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<td></td>
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<td>Exercises in Discussions (8)</td>
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enhance their stories.

| Students will learn to analyze published works of fiction in order to recognize elements of craft. | Quizzes will determine reading comprehension. Students will imitate elements of craft from the published works when they complete exercises and original stories. | Quizzes, Exercises in Discussions (see points above) |
| Students will learn to identify different genres in fiction—realism, magical realism, meta-fiction, satire, etc., as well as the shapes of stories (narrative arcs, character portraits, formal experiments) | Quizzes and Discussions participation will determine the level of students’ understanding. Exercises and students’ original stories will illustrate the mastery of the genres. | Quizzes, Exercises in Discussions (see points above) |
| Students will learn to articulate criteria for effective stories and to evaluate the success of their writers. | Students will revise two stories. | Story drafts 1 & 2 (8 points each for 16 points total)  
Revised story drafts (finals) 1 & 2 (20 points each for 40 points total)  
Peer review for Story Drafts 1 & 2 (10 points each for 20 points total) |
| Students will learn to reassess their original work after oral performance. | Students will upload performances of their original work and benefit from peer responses. They will hear and discuss performances by visiting | AV Presentations 1 and 2 with peer responses (2 points each for 4 points total)  
LRVWS Discussion responses (1 points each for 2 points total) |
“On Time” Policy

Being well organized and meeting deadlines are essential to a working writer's life, and you are a working writer for the duration of this class.

Note that the following MUST be on time, or they will not be accepted:

- **Quizzes** will always be open on Tuesday at 8 am and closed by Wednesday at 11:59 pm. You will have two chances at each quiz, but you will have only 30 minutes to work each time. You may not make up any quizzes. However, I will drop the lowest quiz score.

- **Drafts and Peer Reviews** must be on time in order for peer partners to have ample opportunities for revision before the final draft is due. If you don’t turn in a complete draft on time meeting the minimum word count, you will receive no peer or instructor feedback, and no credit for the assignment. Drafts and Peer Reviews are always due at 11:59 pm on the given due date.

- **AV Presentation 2** comes so close to the end of the quarter that to allow your peers time to respond, you must post it on time.

- **Final Drafts of the Stories** must include self-assessment and highlighted revisions/explanations as explained in the assignment. The final story CANNOT be submitted late, since we are out of time at the end of the quarter.

I offer some mercy on other assignments. Given our short timeline, and the reality that life sometimes intrudes in unforeseen ways, I will grant everyone one free “mulligan”—that is, one opportunity only for ONE late submission, for the following assignments--always due by 11:59 pm on the given due date:

- Discussion Postings
- LRVWS Performance Responses
- FINAL (NOT drafts for peer review) version of Story 1
- AV Presentation 1

To receive the “mulligan,” you must write me an email requesting it, with an explanation for the lateness of the submission. NO LATE PAPERS WHATSOEVER WILL BE ACCEPTED AFTER 11:59 PM ON DEC. 4, THE LAST DAY OF CLASS.

Grammar Skills
Because students have completed Central’s English 101 and 102 (or the equivalent) or have transferred to CWU with AA degrees, grammar and usage are assumed as acquired basic skills. Keep in mind that you may have lovely ideas, but bad sentences are like dirty windows—I can’t see the ideas through the grime of bad grammar.

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**The Learning Commons**

Tutors at The Learning Commons are available to help you with your work. See the website for further details:

http://www.cwu.edu/learning-commons/  

Here is the link for online tutoring:

http://www.cwu.edu/learning-commons/online-tutoring

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**Revision Policy**

Revision is already built into the class plan. You will receive feedback as you go, rework, revise, and turn in a finished, polished product at the end of the quarter. Due to time constraints, no other revisions are allowed.

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**Diversity**

In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

*We all live with the objective of being happy; our lives are all different and yet the same.—*Anne Frank

To find out more about diversity, contact the Diversity Education Center at X1685 or see the website at:

www.cwu.edu/diversity

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**Disability Policy**

Access and Accommodations: Your experience in this class is important to me. If you have already established accommodations with Disability Services (DS), please use the
Disability Services Portal to notify me of your approved accommodations and contact me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DS at (509) 963-2149 ds@cwu.edu. DS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DS. It is the policy and practice of the Central Washington University to create inclusive and accessible learning environments consistent with federal and state law.

**Integrity**

**Academic Integrity** is expected of you. See the Student Code of Conduct if you are uncertain about what behaviors are considered unethical. Your work in this class should be original, unless I give you permission to work with others. Plagiarism—presenting the words of others as if they’re your own—is unethical. I may assign an F to any test, quiz or paper you turn in as your own work that is, in fact, not your own work.

*Integrity is doing the right thing, even if no one is watching.*—C.S. Lewis

**How to Communicate With Your Instructor and Classmates**

There are four ways in which you can communicate with me and several ways in which you can communicate with other students in the class.

**Communicating With Your Instructor**

1. Through the “Questions” Forums in “Discussions.”

   a. The **first line of your post** should give an idea of what the question addresses.

   b. Before posting a question, please **check existing forum threads** to see whether your question has been previously addressed.

   c. Unless I tell you otherwise, I will check the forums for new posts frequently and will usually post **responses** within 24 hours on those days.
If you don’t see a response as soon as needed, please feel free to send me an email as well.

2. By email. Please email me if you have something to convey of a personal or sensitive nature or if you have a question that is specific to your particular work. All other questions and comments should be posted to the appropriate forums so everyone can benefit. If you do email me, you can generally expect a response within 24 hours, but there will be times, especially on weekends, when the wait time might be longer.

3. Through the web conferencing tool Skype, I will be available for web conferencing. Please set up an appointment by email to be sure we connect. I am also happy to meet with you in my Ellensburg campus office.

4. By telephone. To talk to me by phone, you must schedule an appointment by email. If you would like me to call you asap, then in your email, please provide your telephone number and times when you can be reached. You are welcome to try my office phone, but I don’t check it as frequently as I do my email, and I can’t check it when I am not on campus.

**Communicating With Your Peers**

1. *Through Discussions.* You’ll introduce yourselves to me and to each other in *Discussions.* I highly recommend that you do your work offline, then cut and paste into the online boxes, because if you are working online and lose your connection, you lose your work.

2. *Using Conversations on the Canvas site.* The *Conversations* function allows students to email each other, their group, or the entire class.

**Netiquette**

Below are some basic rules of Internet etiquette. Please follow these guidelines when posting to the forums

- Use common courtesy and good manners.
- Proper use of grammar, sentence structure, and correct spelling is encouraged.
- Adhere to the same standards as you would for written language.
- Remember whom your audience is when posting to discussion boards, sending emails, or participating in a chat room discussion. You should behave as if you were sitting in a traditional classroom. Remember: the online classroom setting is more formal than in public forums or personal chat groups you may have used.
- Be clear and concise. Explain your ideas entirely but get quickly to the point.
- Using all capitals is the equivalent of SHOUTING and considered RUDE.
- Avoid "flaming" or attacking someone for his or her point of view. Remember that many readers, including the instructor, will read it.
• Read over what you are going to send at least once, just as you would proof read a paper you submit. Remember: once you submit your work, discussion, or email, you cannot change what you have written.

• It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea.

• Do not use acronyms -- Example ROFL (rolling of the floor laughing). Not all readers will know the meanings of these.
ENG 364-A01 (97079) Fall 2015

WEEK ONE: Writing Process, Showing & Telling

W September 23: Classes Begin; read Course Overview, Burroway 1-2. Introductions Discussion.
Th September 24: EXERCISE 1: Introduction with showing and telling

WEEK TWO: Characterization

M September 28: Respond to DISCUSSIONS 1; read Burroway 3-4
T September 29: Add/Drop ends
W September 30: QUIZ 1
Th October 1: EXERCISE 2: Characterization

WEEK THREE: Setting (Time and Place)

M October 5: Respond to EXERCISE 2; read Burroway 5-6
T October 6:
W October 7: QUIZ 2
Th October 8: EXERCISE 3: Setting

WEEK FOUR: Plot/Structure

M October 12: Indigenous People’s Day;
Respond to EXERCISE 3; read Burroway 7 & Sherman Alexie’s “What You Pawn, I Will Redeem” at:
http://www.newyorker.com/magazine/2003/04/21/what-you-pawn-i-will-redeem
T October 13: LRVWS Rene Denfeld--noon panel, 7:30 pm reading in Wellington Event Center, CWU SURC
W October 14:
Th October 15: EXERCISE 4: Plot/Structure
WEEK FIVE: Point of View

M October 19: Respond to EXERCISE 4;
Read Burroway 8
T October 20: LRVWS DISCUSSION 1 on Denfeld
W October 21: QUIZ 3
Th October 22: STORY 1 DRAFT

WEEK SIX: Vision & Revision

M October 26: Read Burroway 9; View PowerPoint on Revision/Style
T October 27:
W October 28: Peer Reviews for Story 1
Th October 29: Read Ursula LeGuin’s “The Ones Who Walk Away from Omelas”:

http://www-rohan.sdsu.edu/faculty/dunnweb/rprnts.omelas.pdf

WEEK SEVEN: Revision & Performance

M November 2:
T November 3: FINAL STORY 1
W November 4: QUIZ 4
Th November 5: AV PERFORMANCE 1

WEEK EIGHT: Poetic Techniques in Performance and Prose

M November 9: Poetry Slam judged by Jennifer Knox at Brooklyn's Pizza
Response to AV Performance 1
T November 10: LRVWS noon Knox craft talk; 7:30 pm Knox/Cavazos reading in SURC Theatre (& streaming)

W November 11: VETERANS DAY HOLIDAY
Th November 12: STORY 2 DRAFT
WEEK NINE: Revision & More Revision

M November 16:  Listen to audio narrative TBA
T November 17:  Peer Reviews of Story Draft 2
W November 18:  LRVWS DISCUSSION 2 on Cavazos/Knox;
Th November 19:  Raymond Carver’s “Cathedral”
at:
   http://www.misanthropytoday.com/cathedral-by-
   raymond-carver-weekend-short-story/

WEEK TEN: Relationship with the Reader (& Revision once more)

M November 23:  Listen to audio interview with George Saunders
T November 24:  READ Raymond Carver’s “The Bath” and “A Small, Good Thing”
                       (see pdfs in Files)

THANKSGIVING BREAK

WEEK ELEVEN: Relationship with the Reader & Performance Once More

M November 30:  Listen to audio interview TBA
T December 1:    
W December 2:    AV Performance 2
Th December 3:   Response to AV Performance 2
F December 4:    LAST DAY OF CLASSES; FINAL STORY 2

Th December 10: QUIZ 5 (& please complete SEOI)