ENG 464-A01 (15722): ADVANCED FICTION WRITING  
Winter 2016

Instructor  Lisa Norris  
Office  L and L 404 or virtual  
Office Hrs  M & W, 3:45-4:45 pm & 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 profnorrisI. 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.

Don’t get it right, just get it written.—James Thurber  
Lower your standards and keep writing.—William Stafford

Course Description

Pre-req: Eng 364 or instructor permission.

This workshop-based course for advanced writers of fiction requires students to write and revise their new work. Along with review and discussion of published stories, the class will do writing exercises, view online lectures and Lion Rock Visiting writers' performances, perform their own work using audiovisual technology, and provide feedback for each other’s original work. Students should be prepared to spend considerable time and effort responding to published work and peers’ writing as well as doing their own original fiction writing. 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

- 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 either use the Speedgrader feature on Canvas or "track changes" in a Word document 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. Please note that when you respond to my comments in the grading area, I am not notified that they are present, so you may have to email me to be sure I see them. 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**

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<tr>
<th>Outcome</th>
<th>Assessment</th>
<th>Pertinent Assignments (Percentage of Final Grade)</th>
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<tr>
<td>Compose original literary fiction that demonstrates a thorough knowledge of character development, dialogue,</td>
<td>Write &amp; submit stories for peer review.</td>
<td>2 Story Drafts (32%) and Finals (see percentage below)</td>
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Experiment with point of view, diction and syntax to achieve a distinctive voice.  
Imitate published models via written exercises.  
Writing Exercises/Discussions (8%)

Apply revision techniques modeled in the text to clarify and deepen original passages and scenes.  
Revise workshopped stories for the portfolio.  
Revisions of Story Drafts (Final Story 1 and 2, 40%)

Analyze contemporary collections of stories and/or novels, taking advantage of visiting writers particularly, to consider how such books are structured and arranged, and read individual stories, analyzing them from a writer’s point of view, considering tools of the craft.  
Complete quizzes on the reading, participate in Discussions, do imitation exercises.  
Quizzes (10%)  
Lion Rock Visiting Writer Discussions (2%)  
Group Work on Story Collection Discussion (4%)

Develop oral presentation skills, both in literary performances and in group and/or individual presentations.  
Read/perform original works of fiction and/or lead class discussion and/or offer individual analyses/reviews of fiction.  
AV Presentations 1 and 2 with peer responses (4%)

Analyze the literary market and develop strategies for publication.  
Complete quizzes on relevant reading/lecture material, prepare work for submission to literary markets.  
Quiz  
Cover letters for Final Story 2

TOTAL POINTS  
100

“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 Thursday at 8 am and closed by Friday 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 FRIDAY, MARCH 11, 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.

**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/](http://www.cwu.edu/learning-commons/)

Here is the link for online tutoring:

[http://www.cwu.edu/learning-commons/online-tutoring](http://www.cwu.edu/learning-commons/online-tutoring)

**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 celebrated. I welcome people of any age, color, ability, 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](http://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 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.

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**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.
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 (the time may be longer if I'm traveling or it's on a weekend). 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 proofread 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 464 ONLINE CLASS SCHEDULE, WINTER 2016

Instructor: Lisa Norris, L and L 404, NorrisL@cwu.edu
Texts: (1) Alice LaPlante, *Methods & Madness*, (2) Adam Johnson, *Fortune Smiles*, (3) your work

**Week 1: Creative Writing Process & The Short Story**

T Jan 5. WRITE Introductions (Discussion 1).
READ LaPlante Chpt. 1 (1-10) and Chpt 13 (427-439)
READ Course Overview materials (see Modules in Canvas)

W Jan 6. WRITE peer responses to Introductions (Discussion 1)
VIEW Lecture 1. "Creative Writing: Definitions & Process"

Th Jan 7. READ LaPlante Chpt. 2 (29-37) and Chpt. 4 (96-106)
And "What Makes a Short Story?" (109-118)
"Woman Hollering Creek" (21-28)
"Silver Water" (53-60)
"Bullet in the Brain" (570-573)
VIEW Lecture 2. "Not Knowing & The Short Story"

F Jan 8. QUIZ 1

**Week 2: Details, Details**

M Jan 11. READ LaPlante Chpt. 3 (61-74)
"The Things They Carried" (79-92)
"Nebraska" (92-95)
VIEW Lecture 3. "Details."

T Jan 12. READ: LaPlante Chpt. 5 (147-158)
"Everything That Rises Must Converge"
VIEW Lecture 4. "Showing/Telling"

W Jan 13. WRITE Showing/Telling Exercise (Discussion 2)

Th Jan 14. WRITE peer responses to Exercise 1 (Discussion 2)

F Jan 15. QUIZ 2

**Week 3: Plot & Characters**

M Jan 18. MLK Holiday

T Jan 19. READ LaPlante Chpt. 9 (326-338)
"Surrounded by Sleep" (343-353)
"The Management of Grief" (353-365)
VIEW Lecture 4. "Plot & Character"

W Jan 20. WRITE Plot/Character Exercise (Discussion 3)

Th Jan 21. WRITE peer response to Exercise 3 (Discussion 3)

F Jan 22. QUIZ 3

**Week 4: Theme/Insight; Sensation/Subtext**

M Jan 25. LaPlante Chpt. 12 (397-404)
"Ralph the Duck" (406-417)
"My Date With Satan" (417-426)
VIEW Lecture 5. "What's the Story Really About?"

T Jan 26: Lion Rock Visiting Writers Series on CWU-Eburg campus (video streaming available next week)--Kathy Whitcomb craft talk "You Are the Metaphor," 12-1pm in Black 152; reading 7:30 pm in The Wildcat Shop

W Jan 27. WRITE Dialogue Exercise (Discussion 4)
Th Jan 28. WRITE peer response to Discussion 4
F Jan 29. QUIZ 4

**Week 5: Beginnings**

M Feb 1. LaPlante Chpt. 11 (366-374)
"Customs of the Country" (376-388)
"Aftermath"(388-396)

T Feb 2. WRITE Beginnings Exercise (Discussion 5)
W Feb 3. WRITE peer response Discussion 5
Th Feb 4. WRITE response to Kathy Whitcomb/LRVWS (Discussion)
F Feb 5. WRITE peer response to Kathy Whitcomb/LRVWS (Discussion)

**Week 6: Workshopping Story 1**

M Feb 8. WRITE Draft of Story 1 due in ASSIGNMENTS
T Feb 9.
W Feb 10.
Th Feb 11. WRITE 3 peer reviews for Story 1 (ASSIGMENTS)
F Feb 12. WRITE Midterm Feedback QUIZ

**Week 7: The Story Collection & "Re-Visioning"**
M Feb 15  President's Day
T Feb 16.    READ LaPlante Chpt. 13.  WRITE/POST your small group's lecture on *Fortune Smiles* in Discussions.
W Feb 17.   VIEW Lecture 6. "Stylistic Glitches." (If you took 364 from me, you may already have seen this lecture.)
Th Feb 18.  WRITE/POST responses to the other groups' lectures on *Fortune Smiles* in Discussions.
F Feb 19.   QUIZ 5.  WRITE/POST responses to peers who respond to your group's lecture on *Fortune Smiles* in Discussions.

**Week 8: Story 1 Final & Performance**

M Feb 22.  WRITE Final Story 1 (Assignments)

T Feb 23: Lion Rock Visiting Writers Series on CWU-Eburg campus (video streaming available next week, TBA)--Megan Kruse craft talk "Crafting Emotion: Object Resonance and Transcendant Details," 1-2pm Black 151; reading 7:30 pm in SURC Theatre


Th Feb 25.  AV Presentation 1 due (DISCUSSIONS)

F Feb 26.   VIEW AV Presentation 1 and WRITE peer reviews (DISCUSSIONS)

**Week 9: Story 2 Workshop**

M Feb 29.  WRITE Story 2 draft (ASSIGNMENTS).
T Mar 1
W Mar 2.  WRITE 3 peer reviews for Story 2 draft (ASSIGNMENTS)
Th Mar 3.  WRITE response to Megan Kruse/LRVWS (Discussion)
F Mar 4.  WRITE peer response to Megan Kruse Discussion

**Week 10: Publishing & Performance 2**

M Mar 7.   READ LaPlante, Chpt. 14
T Mar 8.   AV Presentation 2 due (Discussions)
W Mar 9.   VIEW AV Presentation 2 & WRITE peer reviews (Discussions)
Th Mar 10.
F Mar 11.  WRITE SEOI
**Week 11: Final Exam**

Weds., Mar 16. WRITE Final Story 2 (ASSIGNMENTS)