

Chaminade University
EN 302, Fiction Writing

Fall Semester, 2019

Instructor: James Kraus, jkraus@chaminade.edu

Henry Hall, Room 206-D

Ph. 808-735-4877

- **Note:** This online course uses a site called “Edwebs Moodle,” rather than Canvas. Students interested in taking the course should email the instructor for an enrollment key after creating an account on this system.
- **Course url:** <https://courses1.edwebs.com/course/view.php?id=60> (To open new account, click on “Create new account.”)
- **Mail:** 3140 Waiialae Ave., Honolulu, HI 96816, Henry Hall 206-d
- **Office Hours:** Tuesday, 1 – 2:30 p.m.; Thursday, 1 – 2:30 p.m.; Friday, 11:30 – 1:30 p.m.
- **Humanities Division Front Desk:** ph. 808-735-4827
- **Course Pre-requisite:** EN 102, Expository Writing
- **Technical Requirements:** Must successfully open account on course web site. Must be able to view “Films on Demand” via Chaminade Library Web site. To test this, go to the following to this url <http://www.chaminade.edu/library/> then click on the “Database by Subject” link, then scroll down and click on “Films on Demand” If logging on from off-campus, you will need your Chaminade ID and password. Once on the Films on Demand Site, search for and view “The History of English in 10 minutes” in the search field.
- **The course web site is mobile-accessible; however, access via personal computer or tablet (iPad or equivalent) is required for full participation in the course.**
- **Technical Support:** Contact instructor first with all technical problems.

Course Description

This course in fiction writing examines the techniques of the short story and provides practice in narrative writing generally. The course provides opportunity for students to explore their motives for writing and to experiment with their writing styles. Students keep journals and post responses to a sequence of writing prompts generally involving short sketches and observations.

Although considerable background reading is required from texts linked to the course web site, a significant part of the course is focused on peer-review workshops that place student writing at the center of discussion. Two major stories will be “workshopped” and revised for submission later in the course.

Course Outcomes

By the end of the term, students who have actively and consistently engaged the course readings, quizzes, discussions and creative assignments will

1. Define key terminology used in the interpretation and production of literature;
2. Create and revise original works of short fiction;
3. Evaluate fictional writing of self and others;
4. Demonstrate ability to apply the “rules” of fiction writing;

5. Report on what is of personal, ethical or religious value in the reading and writing of fiction.

This course fulfills the following English Program learning objectives:

- a proficiency in writing an analytical literary research paper.
- a proficiency in creative writing through an original production of poetry, fiction, or non-fiction.
- the ability to define various literary critical approaches and apply them to given texts.

Texts

- Steven Koch, *The Modern Library's Writer's Workshop: A Guide to the Craft of Fiction*, Random House, 2003. Available from Chaminade Bookstore. Or order from Amazon or iTunes (as eText for smartphone or tablet), or publisher web site: <http://www.penguinrandomhouse.com/books/94583/the-modern-library-writers-workshop-by-stephen-koch/>
- Kristiana Kahakauwila, *This is Paradise*. Available via Chaminade bookstore. Or order from Amazon or publisher web site: <http://www.penguinrandomhouse.com/books/220156/this-is-paradise-by-kristiana-kahakauwila/>
- Raymond Carver
 - ["A Small Good Thing,"](#)
 - ["Cathedral"](#)
- Steven Crane, "The Open Boat"
- Charlotte Perkins Gilman, "The Yellow Wall Paper"
- Brete Harte, "Outcasts of Poker Flat"
- James Joyce, "Araby"
- Edgar Allen Poe, "The Black Cat," "The Purloined Letter"
- Mark Twain, "How to Tell a Story"
- Virginia Woolf
 - ["An Unwritten Novel"](#)
 - ["Kew Gardens"](#)
- Frank Conroy
 - ["Please Don't Take My Sunshine Away"](#)
- See online course outline for additional titles.

Requirements

- Participation (approximately 20%)
- Stories and Analytical Essay (approximately 40%)
- Course Journal (10%)
- Miscellaneous Assignments (approximately 20%)
- Final Exam (approximately 10%)

Participation: Regular, timely and topical participation in online forums is necessary for success in this course.

Stories and Analytical Essay:

A portfolio of original stories (or a single story) totaling approximately 3000 words and an original

analytical essay of 900 words or more are due before the end of the term. All portfolio stories must have been written and revised during the current term.

Course Journal: Preferably in conventional pen and ink notebooks, journals should contain free-form, creative responses to required readings, responses to writing prompts, as well as drafts and sketches of stories-in-progress. The requirement for the journal is a minimum of 30 pages for the term (assuming typical page contains about 150 words). Students must submit journal report at mid-term and end-of-term. Journals may also be checked individually during the term.

Quizzes, Workshops and Miscellaneous Assignments: Online quizzes may be assigned during the term. Quizzes are intended to pace the student through the course's required readings and to provide an index of student's comprehension of course content. They are essentially motivational in purpose. Quizzes are required and are graded automatically. The course also includes "workshops" which are focused exercises requiring the evaluation of other students stories. Additionally, miscellaneous assignments may from time to time be added to the course study guide.

Final Exam: The final exam consists of one or more essay questions. A study guide will be distributed during the week prior to the exam. The exam is online and timed.

Academic Honesty and Plagiarism

All material submitted in fulfillment of course requirements must be written by the registered student during the term.

Work written for other courses is unacceptable in this one.

While students are strongly encouraged to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources by way of following MLA documentation style. Statements of "common knowledge" are generally exempt from this scholarly requirement.

Plagiarism is defined as the presentation of someone else's ideas as your own. Plagiarism in this course will result in a grade of "0" for the assignment and possible failure for the course. If the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested. Students are strongly advised to save files of early drafts of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

Students are also required to save backup files of all work submitted for this course.

Tentative Course Outline -- Check the course online outline on the course web site frequently for updates. Future weeks of the course outline are subject to revision during the semester. If you want to work through course materials ahead of schedule, be sure to check with your instructor first.

Weeks 1 and 2 -- Beginnings

Journal: Describe your ideal writing scene -- a fictional place in which your best writing emerges.

- Log in to website for this course
- Read Koch, Introduction and Chapter 1; Kahakauwila, "This is Paradise"
- Forums: Introductions, Fictional Haiku, Kahakauwila

Week 3 – Workshop – Collaboration and Critique

Journal: Write a spontaneous story start that begins with a real-life conflict derived from a difference in cultural values. Begin with the real-life situation, then let your imagination take over.

- Read Koch, "The Writing Life"
- Story draft due to Workshop 1 interface
- Forum: Post edited journal entry to "Journal 1"; iStory 1

Week 4 -- Organic vs Structured Approaches

Journal: Pick a story from those you have read so far this term, then write a short sketch consisting of two characters arguing about some aspect of the story (or its consequences). Do not use the same character name/s as in the story you read. And -- important!: Your sketch should "stand alone" -- i.e. be clear to readers who have not read the story you started from.

- Read Koch, "Shaping the Story" (pp. 56 - 83)
- [Poe, "The Purloined Letter"](#)
- [The Story Pyramid](#)
 - Starting with the approach described in "The Story Pyramid" practice on various ways of diagramming two stories: one you have read and one of your own that you are working on.
- Forum: Post edited journal entry to "Journal 2."

Week 5 – Character, Plot and Conflict

Journal: Write a one-paragraph summary (maximum 10 sentences) of a story (any length) that you might consider writing.

- Read Koch, "Making Characters Live" (pp. 57 - 111)
- Story draft due to Workshop 2 interface
- [Poe, "The Black Cat"](#)
- Forum: Post edited journal entry to "Journal 3"; iStory 2

Week 6 – Story Structure and the Sources of Creativity

Journal: Write a sketch describing one of the most difficult experiences of your childhood.

- Story draft due to Workshop 2 interface
- [Stephen Crane, "The Open Boat"](#)
- Virginia Woolf, ["Kew Gardens"](#)

Week 7 – Point-of-View

Journal: Visit a public garden and record the sights and sounds you encounter there.

- Film: *Matewan*, directed by John Sayles
- [Charlotte Perkins Gilman, "The Yellow Wall Paper"](#)
- Forum: Post edited journal entry to "Journal 4."

Weeks 8 and 9 -- Stylistic Matters

Journal: Write a fictional character sketch that begins with a reflection on a physical traits of one of your parents.

- Read Koch, "Inventing Your Style"
- Story draft due to Workshop 3 interface

Weeks 10 and 11 -- Psychological Concerns

Journal: Early in the morning, before eating or brushing your teeth, freewrite from a minimum of 20 minutes.

- Read Koch, "The Story of the Self: Fact, Fiction and the Autobiographical Muse"
- [Brete Harte, "Outcasts of Poker Flat"](#)
- Forum Discussion: Post edited journal entry to "Journal 5."

Weeks 12 and 13 -- Vision and Revision

Journal: Pick a story you have read this term and write a brief explanation of how you would tell it from a different point-of-view.

- Read Koch, "Working and Reworking Early Drafts and the Techniques of Revision"
- Story draft due to Workshop 4 interface
- [James Joyce, "Araby"](#)
- Begin Portfolio Essay

Weeks 14 and 15-- Closure

Journal: Write a sketch describing a still life, like a dinner table setting or a desk top.

- Read Koch, "Finishing" and "Postscript: Writing on the Craft"
- Final Portfolio Due
- Final Exam

Marianist and Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed. See below for a more expansive description of Marianist Core Beliefs that was adopted by the Chaminade Faculty some years ago.

Disability Access

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Chaminade University

Core Academic Beliefs

Our role as Professionals at Chaminade University is defined by our core academic beliefs. These beliefs are formed in turn by our role as professionals at a Catholic, Marianist University, as mentors to the students we serve, as teachers and scholars as colleagues, and as servants to the community.

As
Professionals
at a Catholic,
Marianist
University

An education in the
Marianist tradition
is marked by five principles

Education for Formation in Faith

In our community, reason and personal faith are seen as mutually complementary roads to truth. Together, we invite all scholars to join our community of faith, hope, and love.

Integral, Quality Education

We are committed to an integral, quality education which begins with respect for the complexity and diversity of each person. This means that the faculty member attempts to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education and the Family Spirit

Our community is a second family which encourages the personal development of each of its members. Mutual respect for all members of our family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.

Education for Service, Peace, and Justice

All members of the community must expect to dispense and receive justice to and from each other and to and from the community in which the university is situated. Teachers and administrators within our community prepare students to view their own world with a critical eye in order to discern between the just and unjust.

Education for Adaptation and Change

True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. Our scholarly community regards technology as a critical aid in the quest for understanding in our changing world.

**As Mentors
of
the Students
We Serve**

Our students, both traditional and non-traditional, bring us a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential.

Each student's educational goal is to prepare for professional careers and personal growth in an educational environment based in the liberal arts tradition and enriched by Marianist values.

We recognize that knowledge connecting various approaches and ways of thinking is vastly superior to compartmentalized knowledge. This is why we believe that it is the scholarly community's responsibility to explore and encourage connections between disciplines and to provide the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students.

**As
Teachers
and
Scholars**

We teach best when we conduct ourselves with personal integrity, perhaps the most powerful educational tool we can possess. We serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner.

We educate and train for servant leadership within the university and in the communities beyond our campus.

Our philosophy of education encourages continuous learning and develops the capacity for change.

The nurturing and guidance of our students often takes place outside the classroom. Therefore, our availability beyond classroom hours distinguishes Chamaine from other institutions.

Our definition of scholarship includes the scholarship of integration, application, and teaching as well as research and publication.

We recognize that collaboration with allied fields enhances our learning and that we become more integrated by learning to look through other eyes, by viewing knowledge from different perspectives. Our goal is wholeness; only through collaboration can we approach the ideal of full understanding.

As Professional Colleagues

We recognize that faculty are at their best in the classroom and that we should make every effort to experience each others' finest moments. The consequences of this effort are to gain respect for each other as well as to gain insight from different perspectives, methodologies, and skills. This will lay important groundwork for unifying and integrating our curriculum. We thus demonstrate to our students the truth that the whole is greater than the sum of the parts.

We believe in staying the course through difficult periods. Patience, self discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

We believe in a more extensive view of hospitality, meaning a cordiality to the ideas and talents of others. Listening with an open mind enhances our integrity and reasserts our humanity.

As Servants As a Marianist institution, we are charged with promoting human rights and dignity, alleviating the suffering of the disadvantaged and providing service to the

to the Community

community. We hold fast to this abiding charge no matter what the political climate or transient social ethos.

Strong social consciousness must clearly distinguish us from other institutions; it must expressly permeate all curricula.

We seek justice for our co-workers in all areas of university life. By our teaching, our personal example, and our regard for our fellow Chaminade employees, we impart a humanity to our students to conduct their lives with integrity, ethics, and compassion.

We strive to be a community that looks beyond itself through public service, which enriches the life of the wider community.

Chaminade University

**3140 Waialae Avenue
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This version of Chaminade University's Core Beliefs Statement is by Heather Dozier and Jim Kraus.