

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 130, Writing Fiction, Section 01, Fall 2022**

**Course and Contact Information**

Instructor:	Jill Logan
Office Location:	Faculty Office Building 112
Telephone:	(408) 924-4024
Email:	jill.logan@sjsu.edu
Office Hours:	TTh 1:30-2:30 <a href="#">via Zoom link</a> or by appointment
Class Days/Time:	TTh 12:00-1:15
Classroom:	Online ( <a href="#">check our Canvas Calendar for Zoom links and passcodes</a> )
Prerequisites:	ENGL 71 (Intro to Creative Writing) or instructor consent

**What exactly is this course?**

This course is a workshop in short stories and short fiction. We will begin the course by studying the short fiction of modern authors, taking each story apart in an effort to understand how it works and analyzing various aspects of craft. During this time you will also be working on your own fiction. The second half of the class will then be devoted to workshopping two stories from each of you, to discuss what works and what could work better in those drafts—one of which you'll revise for the end of the course.

The fiction that we'll be looking at and writing will be *character-driven* fiction that somehow seeks to *defamiliarize*. (I know, I know. "Defam-huh?" Don't worry. You'll soon be slinging this term around like it's attached to you.) We'll begin our class by talking about what these terms mean, what they look like in practice, and why they're so important in the wider discussion of what we mean by *literary fiction*.

**Course Learning Outcomes (CLO)**

This course addresses the following Student Learning Objectives (SLOs) approved for the BA in English.

Upon successful completion of this course, students will be able to:

- SLO #1: Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- SLO #3: Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.

**What texts do I need?**

Ward, Jesmyn, ed. *The Best American Short Stories 2021*. New York: Houghton Mifflin Harcourt, 2021.  
ISBN: 978-1328485397

## What else do I need?

- Electronic device (laptop, desktop or tablet) with a camera and built-in microphone. [SJSU has a free equipment loan program available for students.](#)
- Reliable Wi-Fi with access to email, Canvas, Google Docs, and Zoom. [See the Learn Anywhere website for current Wi-Fi options on campus.](#)
- *Optional* Ability to print manuscripts, if useful to you

## What will we be required to do for this class?

- Write and workshop two new, original pieces of fiction (SLO #3)
- Write feedback letters for your classmates' stories (SLO #1, #3)
- Read assigned short stories from the textbook (SLO #1)
- Complete quizzes on the assigned readings (SLO #1)
- Fully participate in In-Class Activities (SLO #3)
- Attend (or Zoom) two literary readings of your choice, and write a response to each (SLO #1, #3)
- Complete a substantial revision of one of your stories and write a Critical Introduction to it (serves as the final exam) (SLO #3)

### *Two new, original pieces of fiction*

You will be required to submit two new and original pieces of fiction for workshop. We will sign up for workshop slots early in the semester. You will submit your manuscript **one week before you are scheduled to be workshopped**. This will give your peers time to thoroughly read and comment on your work. **All manuscripts should be 8-12 pages, titled, double-spaced, and should include page numbers.**

### *Feedback letters*

You will submit a feedback letter (of at least 300 words) for each of your classmates' workshops. For each manuscript that you review, you'll need to submit a feedback letter addressed to the author. You will post these letters to Canvas, so that the writer can access them and so that I can see and grade them. They will be graded according to the rubric on Canvas.

When reviewing a manuscript:

- Read it once without marking it, while asking yourself what the author is trying to accomplish, and how the piece might improve and become what it seeks to be. Then go back and read it again, annotating it to show what works well and what doesn't work so well.
- In your feedback letter, list the elements of the manuscript that are working well. **Be specific.** Compliment parts that are effective or that elicit a particular emotional reaction from you. Then question the way in which the story proceeds. What isn't quite clear? What needs more development? What might need to be rethought?

### *Quizzes*

To ensure that we're all fully engaged in the reading—and thereby in our discussions of story elements—you'll need to complete a Canvas quiz on the assigned readings before each due date. You may take each quiz two times, but understand that you won't necessarily have the same questions each time.

### *In-class Activities*

These activities will vary from class to class, and I will give individual instructions on them during our Zoom class time. Some you will turn in to me; some you will not. Because the full class period is built upon these activities, no credit will be awarded **if you are more than 5 minutes late for class. Also, no late work will be accepted for In-class Activities.**

### ***Attend and Respond to Two Literary Readings (One-Unit Enhancement)***

You are required to attend (or Zoom) two readings by poets or prose writers presented on the SJSU campus or elsewhere. I'll post a list of possibilities on Canvas, but feel free to scour the San Jose and San Francisco papers/websites for others. You'll attend the reading and write a 1000-word response to it. Your response should include a description of the event, a summary of what was read, and your reflection on the experience. If you anticipate any difficulty in meeting this course requirement, please consult me in the first two weeks of the semester.

### ***Final Revision with Critical Introduction***

In lieu of a final exam, you will turn in a substantial revision of one of your workshop submissions with a Critical Introduction. The manuscript must be annotated to direct me to the specific changes you have made. Examples of changes that might be included in a substantial revision include adding or deleting a character, changing the point of view, inserting a new scene, and altering the ending of the story. It is not enough simply to correct the spelling and grammatical errors of the first draft. To earn a high grade on the revision, you must alter the story in some significant way. Your Critical Introduction will discuss your influences for and choices with the piece, as well as any concerns you have moving forward.

*Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.*

### **How will I be graded?**

Creative writing, though certainly subjective, can be evaluated according to general standards used to determine how well a piece of writing works. These include: 1) Character-driven momentum 2) Imaginative risk to defamiliarize 3) Energy and freshness of language to contribute to defamiliarization 4) Effective use of metaphor and symbolism 5) Clarity and precision of detail 6) Capacity for mixed feelings and uncertainty 7) Effective use of grammar, syntax, and rhythm 8) Naturalness and believability 9) Appropriateness of style to subject 10) Compelling audience interest

Grades will be based on the quality of writing you do, as well as the quality and constructiveness of the feedback offered during the workshops.

Final grades will weighted be as follows:

- Workshop Submission #1 20%
- Workshop Submission #2 20%
- Final Revision with Critical Introduction 20%
- Feedback Letters 15%
- In-Class Activities 10%
- Reading Quizzes 5%
- Response Papers for Literary Readings 10%

## Determination of Grades

Grade	Percentage
A	93 to 100%
A minus	90 to 92%
B plus	87 to 89 %
B	83 to 86%
B minus	80 to 82%
C plus	77 to 79%
C	73 to 76%
C minus	70 to 72%
D plus	67 to 69%
D	63 to 66%
D minus	60 to 62%

### Is late work accepted?

Any work not turned in by the assigned time/date will be lowered 10% per day up to 3 days. **I will not accept late work for In-Class Activities.**

### What if I miss my workshop?

Workshops are a key component of this class, and therefore it's critical that you attend your workshop. Missing a workshop without notifying me ahead of time will result in a 30% deduction from your story submission grade.

### What is expected of me in this class and what can I expect?

Your task as a student will be to embrace the opportunities afforded to you in this class: the exploration of new reading, the discussions with your class and me about the work at hand, the opportunity to give feedback on the works of your peers, the opportunity to receive constructive feedback on your own work, and, of course, the opportunity to take part in a thoughtful and supportive community of writers. I hope that you'll understand how truly valuable all of these opportunities are (even if it's years from now).

Because good writing often asks us to explore the sometimes difficult and ugly truths in life, there may be times when you feel uncomfortable about something that you've read or something that you're attempting to write. Please communicate with me about these situations. The sooner I know about them, the more effective I can be in helping to find solutions to ease your discomfort.

To help foster a safe and supportive writing community, I ask that you be mindful of your words, both spoken and written. If you think something you've written might be potentially disturbing to or painful for some readers, please speak to me ahead of time so that we can discuss a trigger label for it. Also, please be mindful of issues of appropriation or of harmful tropes that might exist in your work. These issues might be difficult to gauge in your own writing, but I'm always here to discuss situations or texts with you ahead of workshop, if you have concerns.

I expect that you will treat each other and me with respect and dignity at all times, and that you will attend class regularly and give your full attention to the activities and to the work of your peers. You can expect that I will treat you as an individual, and that I will challenge you to think, experiment, probe, and create. I am happy to talk to you about any concerns or questions by email or during my office hours.

## Workshop Etiquette

While we are workshopping:

- Listen to your classmates and be careful not to interrupt. It is frequently difficult to formulate responses in front of peers, and even slight interruptions can derail the thoughts of the person speaking.
- Focus your comments on the work and never on the author. It should be as if we're discussing a manuscript that arrived with no name on it.
- It is not acceptable to issue insults or to praise sarcastically. Likely, some of the work we read will not meet your exact taste. That should not prevent you from delivering a sound analysis of its strengths and weaknesses.

## What Should I Know About Zoom Policies?

This course or portions of this course (i.e., lectures, discussions) may be recorded for instructional or educational purposes. The recordings will only be shared through Canvas with students enrolled in the class. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with Jill about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

### Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## Anything else I should know?

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

**TurnItIn has been enabled** in Canvas to check all submitted material for plagiarism. Plagiarized work will receive a "0". If you're working with borrowed material and are concerned about plagiarism issues, please see me before submitting the piece so that we can discuss the specifics of your situation.

**Note:** In this policy you will notice that it is considered "cheating" to submit previously graded work for a grade in another class, as well as to submit the same work simultaneously in two or more classes. **This means that you cannot submit a piece of writing for this class that you have also submitted for another SJSU class.** Any such submissions will receive a "0" and I will take the appropriate administrative actions. Please talk to me if you have any questions about this policy.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;

video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# ENGL 130: Writing Fiction – Fall 2022

## Course Schedule

*Note: This schedule is subject to change. I will alert you to changes through class announcements, Canvas announcements, and/or email.*

+All reading is to be done before class. Page numbers are from *The Best American Short Stories*.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Read: Syllabus  ZOOM In-Class Activity: Introductions
1	8/25	Read: David Means’ “Clementine, Carmelita, Dog” (86-100)  ZOOM In-Class Activity: Discuss <i>Defamiliarization</i> with exercise
2	8/30	Read: Kevin Wilson’s “Biology” (227-239) and Rita Chang-Eppig’s “The Miracle Girl” (15-27)  Due before class: Quiz 1 (on Canvas)  ZOOM In-Class Activity: Discuss <i>Conflict</i> with exercise
2	9/1	Read: Yxta Maya Murray’s “Paradise” (101-115) and Eloghosa Osunde’s “Good Boy” (116-127)  Due before class: Quiz 2 (on Canvas)  ZOOM In-Class Activity: Discuss <i>Narrative Voice</i> with exercise
3	9/6	Read: Jane Pek’s “Portrait of Two Young Ladies...” (128-139) and Brandon Hobson’s “Escape from the Dysphesiatic People” (53-63)  Due before class: Quiz 3 (on Canvas)  ZOOM In-Class Activity: Discuss <i>Structure</i> with exercise
3	9/8	Read: Jamil Jan Kochai’s “Playing Metal Gear Solid V: The Phantom Pain” (64-71) and Shanteka Sigers’ “A Way with Bea” (175-182)  Due before class: Quiz 4 (on Canvas)  ZOOM In-Class Activity: Discuss <i>Point of View/Perspective</i> with exercise

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/13	Read: Madhuri Vijay's "You Are My Dear Friend" (195-214) and C Pam Zhang's "Little Beast" (240-254)  Due before class: Quiz 5 (on Canvas)  ZOOM In-Class Activity: Discuss <i>Tension</i> with exercise
4	9/15	ZOOM In-Class Activity: Student Workshops
5	9/20	ZOOM In-Class Activity: Student Workshops
5	9/22	ZOOM In-Class Activity: Student Workshops
6	9/27	ZOOM In-Class Activity: Student Workshops
6	9/29	ZOOM In-Class Activity: Student Workshops
7	10/4	ZOOM In-Class Activity: Student Workshops
7	10/6	ZOOM In-Class Activity: Student Workshops
8	10/11	ZOOM In-Class Activity: Student Workshops
8	10/13	ZOOM In-Class Activity: Student Workshops
9	10/18	ZOOM In-Class Activity: Student Workshops
9	10/20	ZOOM In-Class Activity: Student Workshops
10	10/25	ZOOM In-Class Activity: Student Workshops
10	10/27	ZOOM In-Class Activity: Student Workshops
11	11/1	ZOOM In-Class Activity: Student Workshops
11	11/3	ZOOM In-Class Activity: Student Workshops
12	11/8	ZOOM In-Class Activity: Student Workshops
12	11/10	ZOOM In-Class Activity: Student Workshops
13	11/15	ZOOM In-Class Activity: Student Workshops
13	11/17	ZOOM In-Class Activity: Student Workshops/Discuss Final Revisions and Critical Introductions
14	11/22	ZOOM In-Class Activity: Student Workshops
14	11/24	NO CLASS: THANKSGIVING BREAK
15	11/29	ZOOM In-Class Activity: Student Workshops
15	12/1	ZOOM In-Class Activity: Student Workshops

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/6	<p>ZOOM In-Class Activity: Student Workshops</p> <p>Due by 11:59 PM: Response Papers for Literary Readings</p>
Final Exam	Th 12/8 by 11:59 pm	<p>Due: Story revision with Critical Introduction (on Canvas)</p>