EASTERN ARIZONA COLLEGE
Short Story Writing
Course Design
2016-2017

Course Information

Division
Communicative Arts

Course Number
ENG 234

Title
Short Story Writing

Credits
3

Developed by
Laura David

Lecture/Lab Ratio
3 Lecture/0 Lab

Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ENG 288</td>
<td>ENG 270</td>
<td>ENGL 210; Tier 2 Arts (ARTS)</td>
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Activity Course
Yes

CIP Code
23.1301

Assessment Mode
Portfolio

Semester Taught
Fall

GE Category
None

Separate Lab
No

Awareness Course
No

Intensive Writing Course
No

Prerequisites
None

Educational Value
ENG 234 enhances the ability to communicate on paper, fosters critical reading skills – analysis, interpretation, synthesis – and provides a forum for focused critical discussion. It also encourages close observation and sharpens organization skills.

Description
Discussion and critique of student work and readings of representative works.

Supplies
None
Competencies and Performance Standards

1. Manipulate the mechanical and stylistic elements of written language to produce readable prose.

   Learning objectives
   What you will learn as you master the competency:
   a. Manipulate punctuation marks and typographical elements competently.
   b. Manipulate paragraphing clearly and logically.
   c. Differentiate between sophisticated, colloquial and vulgar language and recognize the connotative implications of each level.

   Performance Standards
   Competence will be demonstrated:
   - in written assignments
   Criteria - Performance will be satisfactory when:
   o learner manipulates punctuation marks and typographical elements competently
   o learner manipulates paragraphing clearly and logically
   o learner differentiates between sophisticated, colloquial, and vulgar language and recognizes the connotative implications of each level

2. Use the critical vocabulary of fiction theory to participate in workshop discussions of a story’s narrative technique.

   Learning objectives
   What you will learn as you master the competency:
   a. Identify the salient characteristics of a narrative persona.
   b. Respond constructively to a fiction’s other elements, including character, plot, setting, and use of figurative language.
   c. Recognize deviations from technical conventions of prose narratives.

   Performance Standards
   Competence will be demonstrated:
   - in classroom workshop participation
   Criteria - Performance will be satisfactory when:
   o learner identifies salient characteristics of a narrative persona
   o learner responds constructively to a fiction’s other elements, including character, plot, setting, and use of figurative language
   o learner recognizes deviations from technical conventions of prose narratives

3. Use the critical vocabulary of fiction theory in a written analysis of a published short story.

   Learning objectives
   What you will learn as you master the competency:
   a. Identify the use of literary elements, including point of view, character, plot, setting, and use of figurative language in a published short story.
   b. Analyze the effects of these literary elements in relation to the theme of the work.
**Performance Standards**

*Competence will be demonstrated:*
- in written assignments

**Criteria - Performance will be satisfactory when:**
- learner identifies the use of literary elements, including point of view, character, plot, setting, and use of figurative language in a published short story
- learner analyzes the effect of these literary elements in relation to the theme of the work

4. **Write and revise a unified, short fiction.**

**Learning objectives**

*What you will learn as you master the competency:*
- a. Create distinct fictional characters.
- b. Create a narrative voice and place character(s) in a dramatic scene in a distinctly imagined time and place.
- c. Create believable spoken dialogue.
- d. Develop linear narrative by ordering a sequence of scenes, demonstrating transitional techniques and elements of plot, including exposition, rising action, complication, climax, and resolution.
- e. Choose diction, including figurative language, which is most appropriate and effective for the creative work.

**Performance Standards**

*Competence will be demonstrated:*
- in written assignments

**Criteria - Performance will be satisfactory when:**
- learner creates distinct fictional characters
- learner creates a narrative voice and places character(s) in a dramatic scene in a distinctly imagined time and place
- learner creates believable dialogue
- learner develops linear narrative by ordering sequence of scenes, demonstrating transitional techniques and elements of plot, including exposition, rising action, complications, climax, and resolution
- learner chooses a diction, including figurative language, which is most appropriate and effective for the creative work
- learner revises fiction in response to instructor and peer criticism and self-evaluation

**Types of Instruction**

Predominantly workshop/discussion

**Grading Information**

**Grading Rationale**

Evaluation is based on (1) completing the written assignments satisfactorily, and (2) participating in workshop discussion. Beyond those two requirements, however, the single most important criterion is the overall quality of the written expression. (Instructor may use tests and quizzes as a supplemental tool of evaluation.)
Grading Scale

A  90 - 100%
B  80 - 89%
C  70 - 79%
D  60 - 69%
F  59% and below