

CRW 2100: Fiction Writing

Section 1337/M127, Class 12749/30366, Spring 2021

Instructor Name: Jackson Armstrong

Course meeting: Monday; 4:05 PM - 7:05 PM (Period 9 - 11); Online, synchronous and TUR 1101

Office Location and Hours: Friday; 10:00 AM - 11:30 AM; Online via Zoom and Canvas messaging

Zoom Link: <https://ufl.zoom.us/j/95917263916?pwd=VUhHWdc3cmRpRWtkRXRMT0pJdFZDUT09>

Office Zoom Link: <https://ufl.zoom.us/j/92583600056?pwd=RHhFdGNPVktRZUpDTGg4UWo5RVkvUT09>

Course website: Canvas

Instructor Email: j.armstrong@ufl.edu

Course Description: We will read short stories every week—usually contemporary, sometimes older—and then we'll write about them and talk about them (we'll write our own stories, too, and workshop them), all to better understand how fiction happens.

COVID Statement: *This semester, the university has mandated a return to face-to-face (F2F) teaching. To this end, it has required courses such as our own to observe the HyFlex model, wherein some students are present in the classroom even as others are simultaneously participating from remote locations.*

I am mindful, however, of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population.

If you are enrolled in a F2F section of this class, you are required to send me proof of a negative COVID test before you may attend class. As the instructor, I have the right to deny entry to any student who has not been tested or who has tested positive for COVID.

If you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period.

<https://coronavirus.ufhealth.org/screen-test-protect-2/>

Screen, Test & Protect » COVID-19 Updates » UF Health » University of Florida

The Screen, Test & Protect initiative uses public health guidance and best practices aimed at fostering a culture of care for our community while taking steps to help prevent the spread of COVID-19 as the University of Florida gradually returns faculty, staff and students to the campus environment.
coronavirus.ufhealth.org

You should also report to me immediately so that you may continue your coursework by joining your classmates enrolled in remote sessions.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students on the platform initially reserved for those enrolled in a remote section: I will give students enrolled in my F2F section clear instructions about joining online synchronous sessions.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

General Education Objectives:

- This course confers General Education credit for Composition (C), and also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts: All readings will be provided on Canvas

Recommended Texts: If you wish to consult, for your writing journey in general (outside of or during this course), a book about *how* to write (a "craft" book), you could do a lot worse than:

King, Stephen. *On Writing: A Memoir of the Craft*, 3rd ed., Scribner, 2010.

ISBN-10: 9781439156810

ISBN-13: 978-1439156810

ASIN: 1439156816

Assignments (see below for Grading Rubric):

50% - 1 workshop submission of 6-7 double spaced pages

These submissions will be your own, original fiction to be submitted for review by your peers and myself, and we'll discuss them aloud and offer feedback the following week during the workshop portion of class.

40% - between 6-12 critical responses (500-1,000 words) on class readings or an approved topic, to total 6,000 words

10% - Class participation

You will write a response to one or both stories for the upcoming class period. Your response should be thoughtful & analytical and/or critical, regarding the story itself: its construction, its themes, its language use, its utility to you as a writer, etc. Each response should be no less than 500 words, but all responses totaled should meet or exceed the 6,000 word requirement for the University. The most sensible way to do this would be to submit 12 responses over the course of the semester (one for each weekly set of readings) of 500 words. However, should you feel compelled to write more on a particular story (not for filler, but because you feel you genuinely have more to say), you most definitely may do that, and the word count will go toward that 6,000. The most sensible method for generating content is to use the critical response assignments as a kind of plan for what you might want to say during class discussion.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: We meet once a week, so at maximum, you can miss two classes unexcused. You cannot, however, miss your own workshop day, and you cannot make your workshop day up. Workshop must be rescheduled more than 48 hours beforehand should something come up that would prevent you from attending your own workshop.
3. *Tardiness*: being tardy 4 times = 1 absence.
4. *Classroom behavior and n/etiquette*:
 - a. For those online, find a comfortable place with minimal distractions, where you can voice/video/text chat with the class.
 - b. Please make sure your audio is muted when you're not actively speaking aloud.
 - c. Assume that everything you type can be read by everyone.
 - d. Your participation is vital to workshop and to class discussion! The good thing about Zoom is that you may also text chat, if you're not at first comfortable speaking aloud.
5. *UF's policy on Sexual Harassment*: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community:
<https://titleix.ufl.edu/about/title-ix-rights>
6. *Paper Format & Submission*:
 - a. Workshop submissions: double-spaced, Calibri 11pt or Times New Roman 12pt font, MLA 8 format, paginated, .docx file type
 - b. Critical responses: single- or double-spaced, Calibri 11pt or Times New Roman 12pt font, no preferred style (must include name and date, however), paginated (if applicable)
 - c. MLA 8 links:
 - i. <https://style.mla.org/works-cited-a-quick-guide-book/>
 - ii. <https://style.mla.org/sample-papers/>
7. *Late Papers/Assignments*: Workshop submissions can't be late, and can't be made up. Critical responses are due on the day we discuss the stories you wrote on, but can be turned in (if class is missed) up to a week after.
8. *Paper Maintenance Responsibilities*: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *Academic Honesty and Definition of Plagiarism*: UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work

submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Plagiarism, re: UF Student Honor Code:

A Student must not represent as the Student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
 - b. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
 - c. Submitting materials from any source without proper attribution.
 - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
10. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
 11. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
 12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 13. *Grade Appeals*: In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
 14. *Course Evaluations*: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://evaluations.ufl.edu/evals/Default.aspx>
 15. *Policy on environmental sustainability*. This course, by its very nature, will not require hardcopy submissions. No texts are required, but if you decide to purchase anything recommended to you, consider purchasing electronic editions (i.e., Kindle) when they are available, or used copies of print texts. If you do purchase print books and do not elect to hereafter keep your print books, consider donating them to the Alachua County [Friends of the Library](#) annual book sale or to another local or larger institution.
 16. The following (point “a”) is a policy statement provided by the University that is required for “online courses with recorded material.” It is provided here to make every effort in complying with University syllabus requirements, but please note: **you will NOT be recorded in this course.**
 - a. “For online course [sic] with recorded materials a statement informing students of privacy related issues such as: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices

recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited."

- b. To reiterate: **you will NOT be recorded in this course.**

Course Schedule (tentative):

| Week | Date | Class schedule: | Read: |
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| 1 | Jan. 11 | Introduction, syllabus, workshop procedure | "Why Don't You Dance?" by Raymond Carver "A Clean, Well-Lighted Place" by Ernest Hemingway |
| 2 | Jan. 18 | Holiday | |
| 3 | Jan. 25 | Discussion / in-class assignments | "Malibu" by Ottessa Moshfegh "Marabou" by Joy Williams |
| 4 | Feb. 1 | Discussion / in-class assignments Workshop 1 | "Only Orange" by Camille Bordas "Orange World" by Karen Russell |
| 5 | Feb. 8 | Discussion / in-class assignments Workshop 2 | "The Bears" by Sarah Shun-Lien Bynum "The Dancing Bear" by Maxim Loskutoff |
| 6 | Feb. 15 | Discussion / in-class assignments Workshop 3 | "Simon" by Daniel J. O'Malley "The Size of Things" by Samanta Schwebelin |
| 7 | Feb. 22 | Discussion / in-class assignments Workshop 4 | "Pee on Water" by Rachel B. Glaser "The Bog Girl" by Karen Russell |
| 8 | Mar. 1 | Discussion / in-class assignments Workshop 5 | "Puppy, with Child" by Daniel J, O'Malley "Dead Dog" by Sarah Edwards |
| 9 | Mar. 8 | Discussion / in-class assignments Workshop 6 | "Bullet in the Brain" by Tobias Wolff "Mouthful of Birds" by Samanta Schwebelin |
| 10 | Mar. 15 | Discussion / in-class assignments Workshop 7 | "Bettering Myself" by Ottessa Moshfegh |
| 11 | Mar. 22 | Discussion / in-class assignments Workshop 8 | "Notes from the Fog" by Ben Marcus |
| 12 | Mar. 29 | Discussion / in-class assignments Workshop 9 | "Foxes" by Kimberly King Parsons "Rabbits" by Nell Freudenberger |
| 13 | Apr. 5 | Discussion / in-class assignments | "Wagner in the Desert" by Greg Jackson |

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| | | Workshop 10 | |
| 14 | Apr. 12 | Discussion / in-class assignments Workshop 11 | “The Swimmer” by John Cheever |
| 15 | Apr. 19 | Last class | N/A |
| 16 | Apr. 24-30 | Exam Week | N/A |

Grading/Assessment Rubric**Rubric of Evaluation for Critical Responses:**

- A: Contains extended analysis of the texts and develops original, sophisticated ideas, and is well-written.
- B: Contains extended analysis of the texts and develops original, sophisticated ideas.
- C: Contains some analysis of the texts and develops some original ideas about them.
- D: Contains minimal analysis of the texts.
- E: Lacks analysis of the text, and therefore fails to demonstrate reading and/or comprehension.

This syllabus is subject to change at any time and an updated copy will always be available for viewing on the course Canvas webpage.

Updated 11 January 2021