

CRW 2100 - FICTION WRITING, section 2333, Fall 2021

Instructor Name: Mitchell Galloway

Course Meeting Time and Location: Mondays, period 9 – 11 (4:05pm – 7:05pm), Turlington B310

Office Hours: Mondays 2:00pm – 4:00pm (Turlington room 4325)

Course Website: Canvas

Class #: 12306

Instructor Email: mitchellgalloway@ufl.edu

“How unlikelike to understand perfectly.” – Diane Williams

“A book must be the axe for the frozen sea within us.” – Franz Kafka

Course Description:

This course will provide a survey of the methods of writing fiction. We will read and discuss various forms and styles of fiction, as well as write and workshop our own fiction. The goal of this class is to increase students' familiarity with modern and contemporary fiction as well as to instill confidence in ourselves as writers.

COVID Statement:

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.

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have

been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

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:

- Henry Green, *Nothing*
- Denis Johnson, *Jesus' Son*
- Flannery O'Connor, *The Complete Stories* (FSG Classics)
- Mary Ruefle, *My Private Property*
- David Shields and Matthew Vollmer (editors), *Fakes: An Anthology of Pseudo-Interviews, Faux-Lectures, Quasi-Letters, "Found" Texts, and Other Fraudulent Artifacts*

Assignments:

Class participation: 20% (200 points)

In-class discussion of all readings is required. All assigned readings must be read at least once before class. The workshop stories of your peers should be read at least twice before respective workshops. You will usefully annotate your peers' work and provide a typewritten letter of comments and thoughts on the work's strengths, weaknesses, and possible improvement.

Completion of workshop stories and critical response assignments counts toward class participation, as well as any in class writing. Reading quizzes will also contribute to class participation scores at the instructor's discretion.

Critical responses: 60% (600 points)

Critical responses are 1200 words each. This is a firm word count. There are five critical responses, so by the end of the semester your accrued critical responses will account for 6,000 words of critical analyses, as required by UF. If you do not meet the word count on a critical response, you will not meet the required 6,000 words.

Structure and content of these responses will be outlined in class. These responses will serve as a basis for your in-class discussion (for example, you may plan what you'd like to say aloud), will show you've read the material—but will not contain summary or synopsis—and will demonstrate engagement and analytical practice or ability.

The word count of each critical response should be listed at the bottom of each at the time of turning in.

Workshop stories: 20% (200 points)

Each student will submit one short piece of fiction to be read and discussed by the class. When your story is due, it is due, and you must be present for its workshopping. You will know your workshop date far ahead of schedule. As part of this assignment, you will make copies of your story for everyone in class and you will distribute these copies one week ahead of your actual workshop date. This gives the class time to read the story and make comments and write you letters. This is to say: your workshop submission is due one week from the date of your workshop, and not on the date of your workshop itself.

Workshop submissions should be double spaced and in a Serif font (such as Times New Roman). The text should be in size 12.

A final project is due at the end of the semester. I will meet with you this semester to help you decide on your final project.

Course Policies:

1. You must complete all assignments to receive credit for this course.
 2. Attendance: Attendance policy is consistent with UF's attendance policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>. Missing a triple-period, once weekly classes (such as ours) counts as three absences. For this reason, you will not be able to pass this class if you have an unexcused absence. For a list of excused absences, see UF's attendance policies. You are allowed two excused absences a semester.
 3. Tardiness: Speak with me after class if you are late. Three instances of tardiness will count as one absence.
 4. 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/policy-statement/>
 5. Paper Format & Submission: Submit critical papers to me via Canvas (see Assignments tab). Distribute workshop stories to the class via Canvas email.
 7. Late Papers/Assignments: Critical responses can be submitted up to one week late, resulting in a drop of two letter grades. Workshop stories and revisions should be on time if at all humanly possible—late assignments will only be accepted under extenuating circumstances.
 8. Paper Maintenance Responsibilities. Keep digital 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.
- 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 by emailing Carla Blount (cblount@ufl.edu), Program Assistant. 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>

SYLLABUS

Wk	Date	Read/View for Class	DUE Note: Critical Responses are 1200 words. Submit a physical copy to me and to Canvas
1	8/23	Introductions and syllabus	
2	8/30	Mary Ruefle <i>My Private Property</i> (Read " Pause " and " Observations on the Ground ") Robert Walser "Trousers" and "The Job Application"	
3	9/6	Holiday – no class	
4	9/13	Mary Ruefle <i>My Private Property</i>	Critical Response #1 (due 9/12, 11:59pm)
5	9/20	Denis Johnson <i>Jesus' Son</i> John Barth "Incremental Perturbation"	

6	9/27	Denis Johnson <i>Jesus' Son</i>	
7	10/4	Denis Johnson <i>Jesus' Son</i>	Critical Response #2 (due 10/3, 11:59pm)
8	10/11	(from <i>Fakes</i>) Introduction "Learning How to Fake It" (pg. 11-19) Charles Yu "Problems for Self-Study" (pg. 60-71) Lorrie Moore "How to Become a Writer" (pg.84-92)	
9	10/18	Carmen Maria Machado "Especially Heinous: 272 Views of Law & Order SVU" (from <i>Fakes</i>) Kevin Wilson "The Dead Sister Handbook: A Guide for Sensitive Boys" (pg. 93-101) David Shields "Life Story" (pg. 287-290)	Critical Response #3 (due 10/17, 11:59pm)
10	10/25	Flannery O'Connor "A Good Man is Hard to Find" "The Nature and Aim of Fiction"	
11	11/1	Flannery O'Connor "Good Country People" "The Life You Save May Be Your Own"	
12	11/8	Flannery O'Connor "Revelation"	Critical Response #4 (due 11/7, 11:59pm)
13	11/15	Henry Green <i>Nothing</i>	
14	11/22	Henry Green <i>Nothing</i>	
15	11/29	Henry Green <i>Nothing</i> Henry Green "A Novelist to His Readers"	Critical Response #5 (due 11/28 at 11:59pm)
16	12/6	Franz Kafka "A Report to the Academy"	
		<u>Final Project: Due 12/11 at 11:59pm</u>	

Grading Rubric:

A: 94-100; A-: 90-9
B+: 87-89; B: 84-86; B-: 80-83
C+: 77-79; C: 73-76; C-: 70-72
D+: 67-69; D: 63-66; D-: 60-62
E: 0-59

Rubric of Evaluation for Critical Responses

A: Contains extended analysis of the texts and develops original, sophisticated ideas. Has exceptionally well-crafted paragraphs, a thesis, a persuasive organizational structure (e.g., brief introduction, body, brief conclusion), well-supported claims, and appropriate and effective stylistic elements.

B: Contains extended analysis of the texts and develops original, sophisticated ideas. Has well-crafted paragraphs, a thesis, a persuasive organizational structure (e.g., brief introduction, body, brief conclusion), well-supported claims, and appropriate and effective stylistic elements.

C: Contains some analysis of the texts and develops some original ideas about them. Has adequately well-crafted paragraphs, a thesis, a persuasive organizational structure (e.g., brief introduction, body, brief conclusion), adequately-supported claims, and some appropriate stylistic elements.

D: Contains minimal analysis of the texts. May lack well-crafted paragraphs, a thesis, and/or a persuasive organizational structure. Fails to adequately support its claims and/or use appropriate stylistic elements.

E: Lacks analysis of the text, and therefore fails to demonstrate reading and/or comprehension.