GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

ENGLISH 177 NOVEL WRITING III

1. Course Number Course Title Semester Units

ENGL 177 Novel Writing III 3

 Semester Hours

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

A “C” grade or higher or “Pass” in English 176 or equivalent.

Corequisite

None

Recommended Preparation

None

3. Catalog Description

The third in a four-course sequence, this advanced level class is designed to expand student proficiency in the study, analysis, and application of tools, techniques, and forms used by established and/or contemporary novelists, memoirists, literary journalists, and other long-form authors. By composing and submitting original chapters, scenes, and/or excerpts, students use the writers' workshop to deepen their skills as critics and emerging writers. Opportunities for publication and public readings of their own work. Students may enroll in this class without having to enroll in the later courses in the sequence.

4. Course Objectives

The student will:

1. At an advanced level, analyze and appraise, both orally and in writing, the tools, techniques, and forms used by professional practitioners of long-form writing such as novel, memoir, and literary journalism, including plot, construction, point of view, setting, description, characterization, dialogue, and theme;
2. Identify and employ various techniques of invention;
3. At an advanced level, craft novels utilizing tools, techniques, and a variety of forms, both, traditional and experimental;
4. Evaluate benefits of criticism of their own work and demonstrate proficiency in multiple revisions;
5. At an advanced level, proficiently critique other students’ scenes, chapters, and/or excerpts, both orally and in writing;
6. Articulate aesthetic criteria forlong-form writing;
7. Demonstrate advanced skills in performatively reading their own writing;
8. Demonstrate proficiency in college-level grammar, punctuation, and mechanics used in novel writing and other types of long-form writing;
9. Pursue publication of their writing online or in print.

5. Instructional Facilities

Standard Classroom

6. Special Materials Required of Student

1. Access to a computer, the Internet, and word processing with capacity to save/export as Portable Document Format (.pdf) and/or Microsoft Word (.doc, .docx).
2. Collegiate dictionary and thesaurus.
3. Writing materials and copies of poems for workshop.

7. Course Content

1. Invention, composition, and revision of novel scenes, chapters and/or excerpts, at an advanced level, amounting to approximately 12,000 words per semester.
2. Traditional and experimental tools, techniques and types of long-form writing, including point of view, setting, character, theme, narration and plot, language and style, and structure.
3. Written and oral critical commentary of peers’ original writing.
4. A diversity of novels or novel excerpts by emerging, established, and/or contemporary writers, in print and/or online chapbooks, books, anthologies, literary magazines, and journals.
5. In-class writing exercises.
6. Critical essays on the discourse of long-form writing;
7. Strategies for performatively reading excerpts.
8. Practice in ordering and assembling a portfolio of scenes, chapters, or excerpts.
9. Research and activities on publishing and potential markets.

8. Method of Instruction

1. Lecture by instructor, visiting writers, and media.
2. Writers’ workshop: Students sit in a circle. Selected writer reads original scene, chapter, or excerpt aloud and discussion follows. A student may be designated by the instructor to commence discussion for each work. Generally, selected writers do not speak until work has been discussed by peers and addressed by instructor. Once a work of writing is workshopped, the writer has the opportunity to respond and ask questions. Lastly, manuscript with written commentary is returned to its author. Cycle repeats with next selected writer.
3. Discussion and writing exercises based on tools, techniques, and a variety of types of long-form writing.
4. Discussion and reading aloud of novels or novel excerpts by emerging, traditional, and/or contemporary novelists.
5. Individual conferences.

9. Methods of Evaluating Student Performance

1. Student writing and revision of scenes, chapters and/or excerpts.
2. Participation in writers’ workshop, both orally and in writing.
3. Participation in class discussion and writing exercises such as modeling based on published authors.
4. Completion of novel or other long-form writing portfolio as a final project.
5. Final performative reading of original works composed for the class presented as part of a final examination.

10. Outside Class Assignments

1. Reading and studying of work by emerging, established and/or contemporary novelists.
2. Composing and revising novel scenes, chapters and/or excerpts.
3. Reading and writing critiques of classmates’ original works of long-form writing.
4. Researching material for advanced level works of long-form writing.
5. Craft and imitation exercises.
6. Attending and/or participating in campus and community literary events and readings.
7. Submitting manuscripts to the Grossmont College literary journal, *Acorn Review*, as well as researching online and print publication opportunities.
8. Research resources and outlets for recognition and publication of their own works.

11. Representative Texts

a. Representative Text(s):

1. *Acorn Review Literary Journal.* 2018-2019 Grossmont College.
2. Bradburn, Richard. *Self-editing for Self-publishers: Incorporating—A Style Guide for Fiction.* Reen Publishing, 2020.
3. Eckstut, Arielle and David Henry Sterry. *The Essential Guide to Getting Your Book Published: How to Write It, Sell It, and Market It,,,Successfully*. Workman Publishing Company, 2015.
4. Gardner, John. *John Gardner on Writing: On Becoming a Novelist*, *On Writers & Writin*g, and *On Moral Fiction*. Open Road Media, 2013.
5. Weiland, K. M. *Structuring Your Novel Box Set: How to Write Solid Stories That Sell (Helping Writers Become Authors)*. PenForASword Publishing, 2016.
6. Recommended Texts and Software:
7. Browne, Renni, and Dave King. *Self-Editing for Fiction Writers: How to Edit Yourself into Print.* HarperResource, 2004.
8. Harris, Jill. *Novel Writing Blueprint: A Storytellers Guide to the Craft*. Narrative Beats, 2017.
9. Lycan, William G. *Philosophy of Language: A Contemporary Introduction*. 3rd Edition. Routledge, 2018.
10. *Scrivener 3.* Novel Writing Software. Literature and Latte, 2017.
11. Smith, Darian. *The Psychology Workbook for Writers: Tools for Creating Realistic Characters and Conflict in Fiction*. Wooden Tiger Press, 2015.
12. Teppo, Mark. *Finish Your Novel: A Writer Productivity Guide*. Firebird Creative, 2018.

 Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. At an advanced level, identify and employ elements of novel and long-form writing and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon novels, or other works of long-form writing, in traditional and experimental forms.
2. Use the writers’ workshop to evaluate their own manuscripts as well as the manuscripts of others (both orally and in writing) to demonstrate proficiency as critics and writers.
3. At an advanced level, interpret, assess, and synthesize the content and form of works by emerging, established and/or contemporary authors.