



Communication and Creative & Performing Arts Division
1400 Tanyard Road, Sewell, NJ 08080
856-468-5000

COM 207: Creative Writing: Fiction

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: ENG 101

Students study a variety of short fiction for story structure and write several short stories. Students also share portions of their stories in progress, demonstrating, for example, narrative point-of-view, dialogue, and significant setting. They prepare at least one story for submission to a magazine or literary journal.

Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Click here to see current textbook prices at rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Scale

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

Rowan College South Jersey Core Competencies

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

COM 207 Core Competencies

This course focuses on two of RCSJ's Core Competencies:

- Written and Oral Communication
- Humanistic Perspective

Student Learning Outcomes: Creative Writing: Fiction

Successful Completion of COM 207 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Interpret short stories and works of creative non-fiction by published authors to determine their meaning and significance	Written and Oral Communication Humanistic Perspective	Class Work Discussion Rubric Presentation Rubric
Deconstruct short stories by published authors to determine how the writer uses the elements of fiction in the work	Written and Oral Communication Humanistic Perspective	Class Work Discussion Rubric Presentation Rubric
Work collaboratively by expressing opinions with tact, listening to others, and shouldering an appropriate share of the workload: <ul style="list-style-type: none"> • Listen and contribute comments to class discussions and small groups without dominating the conversation • Prepare for peer activities • In peer activities, use the language of creative writing to talk about works, and articulate strengths and weaknesses in writing • In small groups, stay focused on the work at hand; offer input that is helpful and insightful; not distract by socializing; and occasionally record and report 	Written and Oral Communication Humanistic Perspective	Discussion Rubric Critique Rubric
Develop effective habits and strategies that will allow them to work towards producing writing that resonates with readers: <ul style="list-style-type: none"> • Responses to published works • Responses to student works • Revision • Idea list 	Written and Oral Communication Humanistic Perspective	Small Group Discussion Written Critique Form
Execute a series of activities targeting development of the elements of fiction: character, voice, structure, plot, setting, theme, point of view, description, dialogue, and pacing	Written and Oral Communication Humanistic Perspective	Class Work Exercises
Students will employ the principals of effective communication covered in ENG101 using: <ul style="list-style-type: none"> • Effective word choice • Correct grammar, punctuation, and spelling 	Written and Oral Communication Humanistic Perspective	Class Work Homework

Successful Completion of COM 207 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
		Created Stories
Students will revise work	Written and Oral Communication Humanistic Perspective	Submissions Portfolio Rubric

Topical Outline

- Fundamentals of Fiction
- Character Development
- Plot
- Description
- Dialogue
- Setting
- The Pacing of a Story
- Voice
- Theme
- Revision
- Writing for Fun and Profit

Assignment Instructions and Grading Rubrics

Criteria for Preparing and Submitting Essays:

1. All essays must be word-processed, double-spaced, on one side of standard-sized paper (8.5 x 11 inches) with top/bottom margins of 1 inch and left/right margins of 1 inch.
2. A title page is unnecessary. Instead, provide the MLA four-line, double-spaced header in the top left corner of the first page. This header includes the student's name, instructor's name, course number and section, and the date submitted. Then, on this first page, center the title below the header, and begin the essay below the title.
3. Pages must be numbered consecutively in the upper right corner, one-half inch from the top and flush with the right margin **and** include your last name.
4. The Works Cited begins on a separate page, the last page, and is labeled Works Cited centered at the top of the page. Double-space within and between entries. Do not include URLs for web-based entries.

Short Story Rubric:

A copy of this rubric will be provided to students during the semester.

Peer Critique Rubric:

A copy of this rubric will be provided to students during the semester.

Writing Exercises Rubric:

- A: 25 or more exercises
- B: 17 – 24 exercises
- C: 14 – 16 exercises
- D: 10 – 13 exercises
- F: Less than 10 exercises

Published Story Discussion Leader Rubric:

A copy of this rubric will be provided to students during the semester.

Assignment Instructions and Grading Rubrics

Portfolio Rubric:

- A.** Revision is readily seen across content and punctuation for both stories. Letter to the instructor fully explains the rationale for student's changes.
- B.** Revision can be noted, though not as thoroughly as the A portfolio in content and punctuation for both stories. Letter to the instructor highlights student's changes.
- C.** Revision can be noted for several areas of content and punctuation for both stories, though the depth of the revision is limited. Letter to the instructor does not fully explain student's (lack of) changes.
- D.** Revision can be noted of a limited depth and punctuation errors are still frequent – story revision is unequal for the two stories. Letter to the instructor does not explain student's changes.
- F:** Revision of one element can be noted, but of limited depth for one or both stories. Punctuation errors are frequent. Letter to the instructor is missing or completely lacks explanation of student's changes.

Class Preparation and Participation Rubric:

- A:** Arrives fully prepared at almost every session; plays an active, ongoing role in discussions; comments advance the level and depth of the discussion.
- B:** Arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material.
- C:** Preparation is inconsistent; when prepared, participates constructively; when prepared, makes relevant comments based on the assigned material.
- D:** Infrequently prepared and infrequently participates; comments are generally vague; demonstrates a noticeable lack of interest.
- F:** Rarely, if ever, prepared; rarely, if ever, participates; demonstrates a noticeable lack of interest; negatively affects discussion.

Criteria	Superior	Average	Unacceptable
Title and Introduction	<ul style="list-style-type: none"> Title is sophisticated and clearly reflects the thesis. Introduction contains perfectly clear thesis and briefly introduces strong argumentative points the paper will use. The structure is flawlessly logical and precise. Demonstrates a masterful transition to the body. 	<ul style="list-style-type: none"> Title generally reflects the thesis. Introduction contains a reasonably clear thesis and introduces some of the points the paper will use. The structure is generally logical and somewhat precise. Demonstrates a reasonably smooth transition to the body. 	<ul style="list-style-type: none"> Title is missing or non-reflective of the thesis. Introduction is missing the thesis or the thesis does not reflect the assignment. The points are not set up. The structure is absent or rambling. Demonstrates no transition to the body.
Body Paragraphs	<ul style="list-style-type: none"> Essay has a minimum of three body paragraphs Each paragraph has a minimum of six sentences Each body paragraph begins with a clear topic sentence that supports the thesis statement Each topic sentence is supported by a variety of facts, examples, and observations Compelling evidence strongly supports ideas, and is smoothly integrated Organization of paragraphs is appropriate and consistent with thesis 	<ul style="list-style-type: none"> Essay has a minimum of three body paragraphs Nearly all paragraphs have a minimum of five sentences Most of the body paragraphs begin with topic sentences Most topic sentences are supported by facts, examples, and observations Evidence might not clearly support ideas or might not be well integrated Organization might be unclear and not always consistent with thesis 	<ul style="list-style-type: none"> Essay has two or fewer paragraphs Three or more paragraphs have three or fewer sentences Body paragraphs lack topic sentences Body paragraphs are largely unsupported by relevant facts, examples, and observations No evidence or inappropriate evidence is used Paragraphs lack organization and do not relate to thesis
Conclusion	<ul style="list-style-type: none"> Returns to the central idea of the essay and effectively connects to other ideas. Leaves the reader with a positive final impression. Contains at least six sentences. 	<ul style="list-style-type: none"> Makes a reference to the essay's topic or restates verbatim what has already been said. Contains at least four sentences. 	<ul style="list-style-type: none"> Offers only personal opinion or fails to conclude. Leaves the reader stranded. Contains three or fewer sentences.
Content	<ul style="list-style-type: none"> Reflects an in-depth, original, masterful, and correct understanding and high level of analysis of the topic. Reasoning is flawlessly logical, accurate, and extremely convincing. Prose is creative, very engaging, and demonstrates a clear sense of the audience. 	<ul style="list-style-type: none"> Reflects a reasonable understanding of and familiarity with the material and topic. Reasoning is generally logical and mostly convincing. Some analysis is evident. Prose is functionally acceptable and meets the minimum standards for college writing. 	<ul style="list-style-type: none"> Reflects a lack of understanding of and unfamiliarity with the material and topic. Reasoning is flawed and unconvincing. Little to no or ineffective analysis is evident. Prose is functionally unacceptable and does not meet passing standards for college writing.

Criteria	Superior	Average	Unacceptable
Use of Language	<ul style="list-style-type: none"> • Sentences and paragraphs reflect a superior level of language proficiency and accuracy. • Formal language used is consistent with academic writing, avoids slang and abbreviations. • Avoids use of 2nd person “you.” • Uses 1st person “I” only when assigned. • Avoids announcements (“I think,” “I believe,” “In my opinion”). • Contains few, if any, grammatical, punctuation, and spelling errors, and those are of a minor variety (none affect the flow or clarity of the essay). 	<ul style="list-style-type: none"> • Sentences and paragraphs reflect an acceptable level of language proficiency and accuracy. • Language might be somewhat informal. • Avoids use of 2nd person “you.” • Inappropriately uses 1st person “I” and/or announcements (“I think,” “I believe,” “In my opinion”). • Little sentence structure variety; most sentences written in basic and repetitive structures. • Contains errors which can interfere with the reader’s understanding. 	<ul style="list-style-type: none"> • Sentences and paragraphs reflect an unacceptable level of language proficiency and accuracy. • Language is informal, might contain slang and abbreviations. • Excessive use of 2nd person “you,” inappropriate use of 1st person “I,” and/or announcements (“I think,” “I believe,” “In my opinion”). • Simplistic or incoherent sentences outweigh intelligible sentences. • Inaccurate or limited vocabulary. • Contains errors so severe that they detract from the reading of the paper.
Research	<ul style="list-style-type: none"> • Variety of sources that are valid, reliable, and accurate demonstrating highly competent information access and evaluation. • Strong evidence of careful choice of sources. 	<ul style="list-style-type: none"> • Variety of sources; most are valid, reliable, and accurate demonstrating an acceptable level or information access and evaluation. • Some evidence of careful choice of sources. 	<ul style="list-style-type: none"> • Nearly all or all sources are unreliable demonstrating incompetent information access and evaluation. • No evidence of careful choice of sources.
MLA Academic Documentation (In-Text Citations and Works Cited)	<ul style="list-style-type: none"> • Consistently uses accurate in-text citations and has a flawless Works Cited page. • In-text citations are introduced smoothly and support (not make) the student’s point. • Does not overuse quotes. • All sources cited in the essay are listed in the Works Cited. • Separate Works Cited page is labeled. • Works Cited sources are listed alphabetically, double-spaced, in hanging indent format. • All sources in the Works Cited are referenced in the essay. 	<ul style="list-style-type: none"> • Some errors in in-text citations and/or Works Cited page. • Essay is notably lacking in three items in the Superior category. For example, quotations and paraphrases may be too long and some are not in MLA style. 	<ul style="list-style-type: none"> • In-text citations and/or Works Cited page are so flawed that they are not recognizable as MLA format. • Complete lack of in-text citations and/or complete lack of a Works Cited page will be treated as plagiarism resulting in a zero grade for the essay.
Essay Format	<ul style="list-style-type: none"> • Entire essay is double-spaced with 1-inch margins. • Double-spaced header (student’s name, instructor’s name, course, date) in top left corner of first page. • Title centered on first page below header. • Student’s last name before page number in upper right corner of every page. 	<ul style="list-style-type: none"> • Notably lacking two of the items in the Superior category. For example, lines of the MLA header are confused and the essay has 2-inch margins. 	<p>Nearly all or all formatting is incorrect or inconsistent.</p>

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 iryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Briddell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services	856-464-5236 l Lawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500