



EFFECTIVE: JANUARY 2012 CURRICULUM GUIDELINES

A. Division: **Academic** Effective Date: **January 2012**

B. Department / Program Area: **Creative Writing/
Language, Literature and
Performing Arts** Revision New Course

If Revision, Section(s)
Revised:
Date of Previous Revision:
Date of Current Revision:

C: **CRWR 2203** D: **Writing Speculative Fiction** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This course focuses on the process of writing in the genre of speculative fiction (including science-fiction, fantasy, horror, and a range of sub-genres). It includes instruction in the use of compositional elements such as imagery, point-of-view, characterization, dialogue, setting and structure as they specifically relate to speculative fiction. Students will learn to utilize allegory, symbolism, extended metaphor and other literary devices frequently found in speculative fiction to further their creative intentions. The course will introduce students to a range of published speculative fiction, but the emphasis will be on student work, discussed in a workshop.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Workshop</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>2 x 2</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>A "B" in CRWR 1103, or satisfactory result on College Writing Assessment (or substitution/equivalent as stated in College Calendar) plus instructor permission.</p>							
	<p>I: Course Corequisites:</p> <p>None</p>							
	<p>J: Course for which this Course is a Prerequisite:</p> <p>None</p>							
	<p>K: Maximum Class Size:</p> <p>20</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes:General Objectives:

Students will learn to identify and use various components of speculative fiction and its sub-genres, such as post-apocalyptic fiction, alternative historic fiction, to write stories and/or novel excerpts that also observe the narrative elements of literary fiction.

Specific Objectives:

Pre-writing:

1. Students will develop a general understanding of the forms and components of speculative fiction.
2. Students will learn to access story material and approaches through controlled classroom exercises.

Writing:

1. Students will learn the stages necessary to draft completed works of speculative fiction.
2. Students will explore the use of imagery, point-of-view, characterization, dialogue, setting and structure as it specifically relates to speculative fiction.
3. Students will learn how to avoid imitation or clichés of the genre.
4. Through careful attention to narrative elements such as theme, motif, and plot, students will learn how these qualities relate to the writing of speculative fiction.

Reading:

1. Students will learn to adapt and use the narrative techniques found in published works of speculative fiction.
2. By reading and discussing contemporary texts, students will develop an understanding of how speculative fiction both reflects and differs from other literary fiction.
3. Students will develop the ability to read the work of their peers for the purpose of recognizing narrative techniques, and to aid their peers in the effective revision of their work.

Revising:

1. Students will learn to make use of insights gained from their instructor's and peers' workshop comments to revise their writing.
2. Students will develop their skills in giving and receiving constructive criticism in the workshop.
3. Students will learn to present their work in a professional manner.

N: Course Content:

Selected reading of and from texts.
Students' manuscripts will form the bulk of the course content.

O: Methods of Instruction:

The following methods may be combined with the workshop format:

- in-class writing exercises
- lectures and discussions
- small group work
- assigned readings and class presentations
- interviews with instructor

P: Textbooks and Materials to be Purchased by Students:

Sample Textbooks:

Novel

Anosh Irani, *The Cripple and His Talismans* (Magical Realism)
 Nalo Hopkinson, *Brown Girl In The Ring* (Soft Science Fiction/Fantasy)
 Gregory Maguire, *Wicked: The Life and Times of the Wicked Witch of the West* (Parallel Fiction/Fantasy)
 Margaret Atwood, *The Handmaid's Tale* (Science Fiction)

Short Fiction

So Long Been Dreaming: Post-Colonial Science Fiction and Fantasy, ed. Hopkinson and Mehan
The Year's Best Science Fiction and Fantasy: 2010 Edition, ed. Rich Horton

Non Fiction

Orson Scott Card, *How to Write Science Fiction and Fantasy*

Q: Means of Assessment:

A minimum of 35 to 40 pages of fiction is required as well as the revision of at least one short story or novel excerpt. Each story or excerpt must be accompanied by a brief self-evaluation. Student work will be discussed by both the instructor and students in the workshop. Students will also complete assigned readings (for example, two short stories and one novel), and will produce written responses to these. The instructor may also require an essay response to one of the pieces assigned. A grade will also be assigned for class participation, the terms of which will be explained in the instructor's course outline/syllabus.

Students are required to attend 80% of the workshops. A student missing more than 20% of the workshops without receiving prior permission from the instructor will receive a zero in class participation. Leaving or arriving at the break is considered one-half an absence.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Director, Student and Enrolment Services/Registrar