

Term Information

Effective Term Spring 2026
[Previous Value](#) [Spring 2022](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Including English 2265 to the LVPA Foundation category of the GEN.

What is the rationale for the proposed change(s)?

The course that focused on the creation of literary arts successfully achieves the Goals and ELOs of this GE Foundation category.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2265
Course Title	Introductory Fiction Writing
Transcript Abbreviation	IntroFictionWritng
Course Description	An introduction to the fundamentals of technique, craft, and composition; practice in the writing of fiction; and analysis and discussion of student work as well as published stories by masters of the genre.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.1302
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Literary, Visual and Performing Arts

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students demonstrate fundamental skill at the novice level of practice in the writing of fiction.
Content Topic List	<ul style="list-style-type: none">• Character• Setting• Scene• Point of view• Dialogue• Plot• Action• Form• Structure• Theme• Voice• Tone• Diction• Word choice• The process of workshoping
Sought Concurrence	No

COURSE CHANGE REQUEST
2265 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/09/2025

Attachments

- 2265_spring 2023_Resende Mello_Aline Resende Mello.docx: Syllabus
(Syllabus. Owner: Hewitt,Elizabeth A)
- 2265_GEN_LVPA.pdf: GE Form
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)
- English 2265 Cover Letter with Revisions copy.docx: Cover Letter April 2025
(Cover Letter. Owner: Higginbotham,Jennifer K)
- English 2265 Revised Syllabus April 8 2025.docx: Revised Syllabus April 2025
(Syllabus. Owner: Higginbotham,Jennifer K)
- 2265_GEN_LVPA Revised 8 April 2025 2.pdf: LVPA GE Form Revised April 2025
(Other Supporting Documentation. Owner: Higginbotham,Jennifer K)

Comments

- Revised syllabus and GE form uploaded along with a cover letter detailing changes made to address the committee's feedback. (by Higginbotham,Jennifer K on 04/08/2025 05:59 PM)
- Please see feedback email sent to department 09-06-2024 RLS (by Steele,Rachel Lea on 09/06/2024 03:29 PM)
- Sorry for the misunderstanding. When you posed the question via email about what to submit to request GE, I assumed you were aware that a filled-out GE form for the requested category is necessary. Please find it here <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/ge-foundations-submission.pdf> (by Vankeerbergen,Bernadette Chantal on 05/13/2024 05:41 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt,Elizabeth A	05/13/2024 05:00 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	05/13/2024 05:09 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/13/2024 05:41 PM	College Approval
Submitted	Hewitt,Elizabeth A	05/14/2024 02:30 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	05/14/2024 02:34 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/21/2024 12:54 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/06/2024 03:29 PM	ASCCAO Approval
Submitted	Higginbotham,Jennifer K	04/08/2025 06:03 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	04/09/2025 10:54 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/09/2025 05:52 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/09/2025 05:52 PM	ASCCAO Approval



Dear Laura:

Thank you to the Arts and Humanities Subcommittee 2 for their helpful feedback on our proposal to have English 2265: Introductory Fiction Writing count for the GE Foundation in Literature, Visual, and Performing Arts. Below is a list of the required changes requested as part of the contingent approval of the course.

1. **Contingency:** The Subcommittee asks that the department expand their explanation and provide more detailed information on the GE Submission form in response to ELO 1.4. Specifically, they are looking for additional information on *how* students will “evaluate [the] social and ethical implications [of] literature” and how their evaluation of these topics will be assessed by the instructor. As noted on the form, it will be helpful to identify specific assignments or class activities that are related to this ELO.

Revision: The GE Theme sheet has been updated so that the response to ELO 1.4 includes an explanation of the assignments through which students will demonstrate their attainment of the learning outcome and that the instructor will use to assess their achievement of it.

2. **Contingency:** The Subcommittee requests that the department provide clearer information for students in the syllabus (in the course description, the description of how the course meets the GEN goals and ELOs [see item “d” below], the assignment descriptions and/or the course calendar) about how and when they will engage with and be assessed on ELO 1.4.

Revision: LVPA ELOs have been added to the syllabus along with a paragraph explaining how the course assignments address them on p. 2 of the syllabus.

3. **Contingency:** The Subcommittee asks that the department include in the syllabus a complete listing of all goals and ELOs for the GEN Foundation: Literary, Visual and Performing Arts category. A complete and accurate listing of the Goals and ELOs for all GEN and GEL categories is available on the [ASC Curriculum and Assessment Services website](#). In addition, the Subcommittee asks that the department include in the syllabus a paragraph following the listing of the GEN goals and ELOs that explains how this course, in particular, meets the goals and ELOs of the LVPA category, per a requirement of the Arts and Sciences Curriculum Committee.

Revision: ELOs have been added on p. 2 of the syllabus.

4. **Contingency:** The Arts and Sciences Curriculum Committee recently (03-01-2024) updated the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus. Please note that the link at the bottom of the statement (“Policy: Religious Holidays, Holy Days, and Observances”) should be included with the statement.

Revision: The statement on religious accommodations has been added on pp. 3-4 of the syllabus.

5. **Contingency:** The Subcommittee requests that the department use the most recent version of the Student Life Disability Services Statement (syllabus, p. 7), which was updated in August 2024. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).



Revision: The updated Student Life Disability Services Statement is now on p. 4 of the syllabus

Sincerely,

Jennifer Higginbotham

Director of Undergraduate Studies, English

higginbotham.37@osu.edu



English 2265: Introductory Fiction Writing

Class Time: 12:45-2:05pm

Class Location: Hayes Hall, Room 024

Instructor: Aline Resende Mello

Pronouns: she/her

Email: resendemello.1@osu.edu

Cell: (770)778-3003

Office: Denney Hall, 461

Office Hours: Wednesdays 2-5pm

Course Description

In Intro Fiction, we'll be exploring what it means to write fiction – to make up stories, to make up people, to build whole worlds from our own imaginations. We'll read published stories as writers (with a focus on contemporary short fiction); and we'll talk about what makes them sing and move us. We'll discuss some elements of fiction (voice, character, structure, plot), and we will write a whole lot, informally and formally.

In this course, I will treat you not just as students, but as writers and readers in an artistic community. I ask you to do the same. We will delve into the ethics of writing and reading, look at what works in the readings, write responses to them, participate in discussions in class, and share our work with each other in workshop. We will finish the year with a class zine composed of our best work.

I ask that you take your work and the work of your classmates seriously. Trust your instincts as a writer, knowing that formal education is not needed for good writing. I hope that in this class you realize you know a lot more than you think, even if you don't know the "right" term to use.

Course Materials

- **A writer's notebook** – if you are able, get a **physical notebook** in addition to your technology that will be just for your fiction writing.
 - If handwriting is a barrier for you, a separate document on a device that is just for your "Writer's Notebook" will work just fine.
- **Pens or pencils you like to use**
- **Word processing device**
- ***My Sister the Serial Killer* (book) by Oyinkan Braithwaite** – This is the only reading you will have to purchase. All other readings will not cost money.
- **Access to Carmen**
 - All reading materials will be made available via Carmen.
 - All discussion posts will be housed in Carmen.
 - All assignments will be submitted on Carmen.

General Education Expected Learning Outcomes

This course fulfills the GE foundation requirement for Literature, Visual, and Performing Arts and has the following goals and expected learning outcomes:

Goals:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
- 1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- 1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.
- 2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Our class will achieve these goals and learning outcomes through responses to discussion questions on Carmen where you will identify the value of fiction and describe how different points of view and social relations impact the production and interpretation of literature. Then, you will apply that knowledge writing a short story. Your Writer's Notebook, which you will keep over the course of the semester, asks you to make informed observations about your own literary engagements and designing of an imaginative text. In the in-class workshops, you will critically reflect on your and your peers' writing, actively engaging in the creation of literature.

What will I have to do in this course?

IN-CLASS:

- Participate in short writing and creativity exercises
- Discuss and respond to materials (stories, essays, podcasts, artworks, songs, videos)
- Be a kind, thoughtful, present participant in workshop discussions of your classmates' stories

OUT-OF-CLASS:

- Read or view assigned materials prior to our class discussion
- Submit **5 reading discussions** to Carmen (See: DUE section in syllabus)
- **Keep a writer's notebook full of notes, ideas, drafts.** Bring it in to show me 2x per semester (I'll be looking for a total of 20 pages, but you very well might write more!).
- **Submit 2 original flash fiction pieces to Carmen**, one which will be workshopped at your assigned date.
- **Submit one original short-story to Carmen** for a full-class workshop by your assigned date.
- **Come to office hours TWICE**
 - Once before your scheduled workshop to discuss your goals
 - Once after, to reflect on how the workshop went
- Provide at least one meaty paragraph of **written feedback on each of your classmates' workshop stories (we will discuss what this means)**
- Submit a **final portfolio** consisting of:
 - revisions of 1 of your flash fiction pieces
 - revision of your workshop story
 - 1 page artist's reflection on your work this semester
- Work with your classmates on a **class zine due at the end of the semester**

Grade Breakdown & a Note on Grading:

I am grading you on your full participation in the class and your work, not how “good” your writing is (whatever that even means!). This means if you complete all the work on time and meet all the requirements of the assignment we outline together (see below), you will get full credit.

- **In-class participation** – this means coming to class and participating actively. This can look many ways, not just “talking a lot,” but I expect you to do the readings, engage in our discussions, and bring yourself to class as best you can. A lot of our work will happen in class – please come! Zoom options are available if you are ill or otherwise unable to come in person. – **15%**
- **Writer's notebook** – A total of 20 pages in your writer's notebook, which you will use for in- and out-of-class notes for stories, ideas, drafts, shown to me 2x per semester (I'll look for 10 new pages each time). You will have time to work on these in class in the first half of the semester. These will be quick and messy, and I won't be evaluating the content, just that you have completed it (in other words, that you are writing!) **10%**

- **5 reading discussion questions and 1 quick flash fiction pieces** (1 double spaced page a piece) submitted to Carmen (See: DUE section in syllabus for dates). Detailed instructions will be on Carmen. **15%**
- **Workshop stories: 1 flash piece (300-500 words, or 1.5-2.5 pages double-spaced) and 1 short story piece (2,000-3,000 words, or 8-12 double spaced pages)** – this includes submitting the draft on time, attending your pre- and post-workshop meetings with me, and participating in your workshop **20%**
- **Feedback for classmates** – Writing at least a paragraph of kind, constructive feedback on each of your classmate's stories, in addition to notes throughout the story, and print me a copy (or cc via email). We'll discuss what constructive feedback looks like before we start workshops. **15%**
- **Final portfolio** including – **25%**
 - 2 revisions of flash fiction pieces (of piece that is workshopped and piece that isn't)
 - Workshop short story revision
 - 1 page artist reflection on your work this semester
 - One revised piece included in the class zine

How does workshop work?

We will create our own set of **community guidelines** when we get to this part of the course, but in general, the workshop involves **a 45ish minute facilitated conversation about your story with the class**. We'll be kind, thoughtful, and constructive as we discuss your story. It is my job as your teacher to make sure workshop serves YOU as the writer. Because of this, you'll meet with me before the workshop to make a plan of what would be most useful to you to here, and after the workshop, to debrief.

University Policies

Attendance

Please plan to attend each class session on time.

- **You may have 2 unexcused absences, for any reason.** Each additional unexcused absence would lower the final grade by 1/3 of a letter grade (i.e., a 'B' drops to a 'B-', and so on). It is program policy that **nine unexcused absences** will automatically result in failure of the course.
- **Excused absences**, such as those for illness, family tragedy, religious observance, or travel for inter-collegiate athletics, **will not affect your grade**. It is your responsibility to contact your instructor as soon as possible if you miss class. **If you are unwell, do not attend class. Contact me as soon as you are able so that you may remain caught up on course work.**

COVID-19 Safety Statement

To ensure a safe living, learning, and working environment for all Ohio State Buckeyes, please

continue checking the University's Safe and Healthy Buckeyes webpage for updates on COVID-19 policies.

As a class, we will continue to follow university guidance on pandemic safety policies. I will help to guide you through any possible significant changes to the class and/or semester.

Class Cancellations

If the University is officially closed, we will not have class. If class is cancelled due to an emergency, I will contact you via email as soon as possible to let you know what will be expected of you for our next class meeting.

Late Assignments and Extensions

I will make every effort to provide helpful feedback on your writing. Turning in your work late makes it difficult for me to provide you with timely, quality feedback, and may inhibit you from moving on to the next assignment in a timely manner.

- **Please help me to help you by turning in your work by the due dates listed in the syllabus to the best of your ability.**
- **Please communicate with me as soon as possible if you need an extension so that we can discuss appropriate options.**

Work turned in late due to an excused absence, or within the timeframe of an approved extension, will not be marked down. Other work turned in **two days late** or more will be penalized by 10%. I am extremely flexible about providing extensions as long as you communicate with me, though you should keep in mind that **you must turn in your workshop story on time so that your classmates may adequately provide you feedback.**

I'm falling behind or feel overwhelmed working this class into all my other work/life commitments while living in the pandemic years' state of near constant uncertainty. What do I do?

Email me! I am quite amenable to extensions or revisions that may help you get the most out of this course, but I can only provide these things if you keep an open line of communication. Please don't hesitate to send me an email with any questions or concerns throughout the semester or drop in during my office hours. Please arrange a meeting with me outside of those times if needed.

I will respond to all emails within two business days, one if possible.

Academic Integrity and Plagiarism

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. In this course, as in all courses at the university, students must act according to the University's **Code of Student**

Conduct, which includes avoiding acts of academic misconduct.

Faculty Rule 3335-5-487 states, “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee.”

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course.

In this course, students will work collaboratively to improve each other's writing, but assignments and drafts should be each student's independent work. Students should not use others' words and claim them as their own ('plagiarism'); nor should they submit (without the permission of their instructor) work for one course that has also been submitted in fulfillment of the requirements of another course.

Diversity and Inclusion

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

I am committed to facilitating a classroom that honors the dignity of every person. Hate speech of any kind will not be tolerated.

Title IX and Mandated Reporting

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Please note that I am a mandated reporter; if you disclose a crime to me, I will support you in every way that I can, but I will not be able to keep it confidential.

Resources For Students

Student Meeting Hours

Each week, I am available to students for at least 3 hours outside of class. These student meeting hours are an informal opportunity for you to stop by—with or without an appointment—and see me to chat about your experiences and needs in the class. For example, you can ask me questions about assignments or grading criteria, request additional feedback on your work, let me know about upcoming absences or other concerns, etc.

I am available each week on **Wednesdays 2 - 5pm** and other times by appointment. If these hours don't work for you, please let me know so we can schedule an alternative. I will hold student meeting hours in my office, **Denney 461**, or over Zoom if you prefer to schedule with me virtually. We can also set up meetings in Heirloom Café.

Zoom office hours link:

<https://osu.zoom.us/j/8123225721?pwd=UnFkNFZlZmZHTUY5d0xvYTlNMzRPUT09>

Meeting ID: 812 322 5721

Password: 22652023

Counseling and Consultation Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkun Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. Additional 24-hour crisis services include NetCare Access (614) 276-2273 and OSU Hospital Emergency Department (614) 293-8333.

Student Life Disability Services

- **The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

A Note On Accessible Learning for All Students

I am committed to understanding and supporting how people learn. Therefore, I will strive to provide a learning environment that is equitable and accessible to **all** students in this course. I welcome your input and feedback on how I can make this course more accessible to you. If you have, or think you may have, a disability or other need (**including mental health, chronic or temporary medical conditions**) that may impact your engagement with this class, I encourage you to meet with me to co-design accommodations.

Religious Accommodation

- **Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this**

new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office. (Policy: **Religious Holidays, Holy Days and Observances**)**

Course Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>

- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **Text Telephone for the Deaf (TDD):** 614-688-8743

The Writing Center

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. To safely provide services during COVID-19, the Writing Center is offering Online Drop-off and Online Live-chat appointments. You can register for an appointment by visiting **WCOOnline** or by **calling 614-688-4291**. You do not have to submit a complete draft of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. We also maintain a **Writing Resources** page with writing handouts and links to online resources.

Director of Undergraduate Studies
<p>Jennifer Higginbotham Director of Undergraduate Studies higginbotham.37@osu.edu Denney Hall 421</p>

Student Advocacy Center

The Student Advocacy Center is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Their office is located at **001 Drackett Tower, 191 W. Lane Ave., Columbus, OH 43210**. Reach them by calling **(614) 292-1111** or by emailing advocacy@osu.edu.

Schedule!!!!

A note on our schedule:

Readings are tentative and subject to change. You might see TBD (to be determined), and I might shift things based on the needs of the class. You will have at least a week's notice about any changes and they will be adjusted in Carmen. If YOU have anything you would like us to read, let me know and we can consider it.

Week 1 WHAT IS FICTION?

1/10	<p>READ: Nothing, today's the first day!</p> <p>DUE: Nothing</p>	<p>In-class: Introductions Review syllabus Community Agreements Creativity & writing exercises</p>
1/12	<p>READ: "25 Essential Notes on Craft from Matthew Salesses" by Matthew Salesses</p> <p>DUE:</p> <ul style="list-style-type: none"> • Discussion Question on Carmen: "Who are you writing to? Who are you writing for? Are those different people?" • Bring to class a short piece of writing (a paragraph from a story, essay, poem, or in-between) that you enjoy • Submit: a short letter to me introducing yourself as a writer and student. Tell me what you know and what you want to learn more about! 	<p>In-class: What even is fiction? What the heck are craft elements? Creating a shared vocabulary, the language of fiction</p>
Week 2	Who Pt 1: The "Main" Character- Voice, POV	
1/17	<p>READ: "Pinocchio" by Aubrey Hirsch (1 page) "Carpathia" by Jesse Lee Kercheval (1 page) "Girl" by Jamaica Kincaid (1 page)</p> <p>DUE: N/A</p>	<p>In-class: WORKSHOP Sign up Discussion of readings Voice & POV exercises</p>
1/19	<p>READ: "How to Make Love to a Physicist" by Deesha Philyaw</p> <p>"The Handsomest Drowned Man in the World" by Gabriel Garcia Marquez</p>	<p>In-class: Free-write in Writer's Notebook Discussion of "How to Make Love to a Physicist" Discussion of "The Handsomest"</p>

	DUE: <ul style="list-style-type: none"> ● Discussion Question: How do you think the stories we've read this week would have changed if they'd had a different viewpoint? Choose 2 to write about. 	
Week 3 Who Pt 2: Character & Relationship, Dialogue		
1/24	READ: 1 st half of <i>My Sister the Serial Killer</i> by Oyinkan Braithwaite Pgs. 1-71	In-class: Free-write in Writer's Notebook Discussion of reading
1/26	READ: 2 nd half of <i>My Sister the Serial Killer</i> by Oyinkan Braithwaite Pgs. 72-end DUE: <ul style="list-style-type: none"> ● Discussion Question: Some people feel negatively towards the ending. Write how you feel about it and why. Does fiction have an ethical obligation to promote certain values? 	In-class: Free-write in Writer's Notebook Discussion of reading Write the opposite
Week 4 What's Happening: The Plot		
1/31	READ: "Happy Endings" by Margaret Atwood DUE: N/A	In-class: Free-write in Writer's Notebook Discussion of "Happy Endings" Narrative theory micro lesson Choose your own adventure prompt
2/2	READ: "Snow" by Ann Beattie DUE: Submit flash fiction #1	In-class: Free-write in Writer's Notebook Discussion of readings Plot maps Flash plots Flash #1 Share out

Week 5 How Did it Happen? Structure, Scene, Time		
2/7	<p>READ: Jhumpa Lahiri, “When Mr. Pirzada Came to Dine”</p> <p>Carmen Maria Machado, “Mary When You Follow Her” (1 page)</p> <p>DUE: N/A</p>	<p>In-class: Free-write in Writer’s Notebook Discussion of reading Scene mapping Scene exercises One sentence stories</p>
2/9	<p>READ: “The Fifth Story” by Clarice Lispector</p> <p>“Drinking Coffee Elsewhere” by ZZ Packer</p> <p>“Wants” by Grace Paley</p> <p>DUE:</p> <ul style="list-style-type: none"> ● Discussion Question: Choose one of these stories and write about how the author shapes reader perceptions of the character’s social backgrounds. 	<p>In-class: Free-write in Writer’s Notebook Discussion of reading Time in fiction Exercises</p>
Week 6 How Do We Let Go? Finishing a Story Well		
2/14	<p>READ:</p> <p>“Craft Endings in Short Fiction” by Jennifer Murvin</p>	<p>In-class: Free-write in Writer’s Notebook</p>
2/16	<p>READ:</p> <p>DUE:</p> <ul style="list-style-type: none"> ● Writer’s notebook due date #1 (10 pages) ● Discussion Question: <p>DUE: Flash Workshops 1-4, upload to Carmen by classtime</p>	<p>In-class: Free-write in Writer’s Notebook</p>
Week 7 FLASH WORKSHOP!		

2/21	READ: Flash Workshops 1-4 DUE: Paragraph response and in-text notes to FW 1-4 Flash Workshops 5-8, upload to Carmen by classtime	In-class: Workshops 1-4
2/23	READ: Workshop stories 5-8 DUE: Written responses for flash workshop 5-8 Workshops 9-12, upload to Carmen by classtime	In-class: Workshops 5-8
Week 8	FLASH WORKSHOP!	
2/28	READ: Workshop stories 9-12 DUE: Written responses for flash workshop 9-12 Workshops 13-16, upload to Carmen by class time	In-class: Workshops 9-12
3/2	READ: Workshop stories 13-16 DUE: Written responses for flash workshop 13-16 Flash Workshops 17-20, upload to Carmen by class time	In-class: Workshops 13-16
Week 9	WORKSHOP!	
3/7	READ: Workshop stories 17-20 DUE: Written responses for flash workshops 17-20 Longer Workshop pieces 1-2, upload to Carmen by class time	In-class: Workshops 17-20
3/9	READ: Workshop stories 1-2 DUE: Written responses for workshop 1-2 Workshops 3-4, upload to Carmen	In-class: Workshops 1-2
Week 10	SPRING BREAK	
3/14	NO CLASS	
3/16	NO CLASS	

Week 11 WORKSHOP!		
3/21	<p>READ: Workshop stories 3 & 4 DUE: Written responses for flash workshop pieces 3 & 4</p> <p>Workshop Stories 5 & 6 due to Carmen by start of class!</p>	In-class: Workshops 3 & 4
3/23	<p>READ: Workshop stories 5 & 6 DUE: Written responses for workshop</p> <p>Workshop Stories 7 & 8 due to Carmen by start of class!</p>	In-class: Workshops 5 & 6
Week 12 WORKSHOP!		
3/28	<p>READ: Workshop stories 7 & 8 DUE: Written responses for workshop</p> <p>Workshop Stories 9 & 10 due to Carmen by start of class!</p>	In-class: Workshops 7 & 8
3/30	<p>READ: Workshops 9 & 10 DUE: Written responses for workshop</p> <p>Workshop Stories 11 & 12 due to Carmen by start of class!</p>	In-class: Workshops 9 & 10
Week 13 WORKSHOP!		
4/4	<p>READ: Workshops 11 & 12 DUE: Written responses for workshop</p> <p>Writer's Notebook Due #2: 10 new pages (total of 20 for the semester)</p> <p>Workshop Stories 13 & 14 due to Carmen by start of class!</p>	In-class: Workshops 11 & 12
4/6	<p>READ: Workshops 13 & 14 DUE: Written responses for workshop</p> <p>Workshop Stories 15 & 16 due to Carmen by start of class!</p>	In-class: Workshops 13 & 14
Week 14 WORKSHOP!		

4/11	<p>READ: Workshops 15 & 16 DUE: Written responses for workshop</p> <p>Workshop Stories 17 & 18 due to Carmen by start of class!</p>	In-class: Workshops 15 & 16
4/13	<p>READ: Workshops 17 & 18 DUE: Written responses for workshop</p> <p>Workshop Stories 19 & 20 due to Carmen by start of class!</p>	In-class: Workshops 17 & 18
Week 15	WORKSHOP	
4/18	<p>READ: Workshops 19 & 20 DUE: Written responses for workshop</p> <p>Artist's reflection due (1 page double spaced)</p>	In-class: Workshops 19 & 20
4/20	<p>READ: N/A DUE: FINAL PORTFOLIO & Class Zine!</p>	<p>In-class: Publishing and Submittable</p> <p>PARTY TIME</p>

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.