

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**COURSE OUTLINE**

**ENGL 264: Living Writers Series**

**Prepared By: Phil LaMarche, September 2011  
Revised By: Phil LaMarche, May 2015**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
DEPARTMENT of ENGLISH and HUMANITIES  
MAY 2015**

- A. **TITLE:** Living Writers Series
- B. **COURSE NUMBER:** ENGL 264
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**  
3 lecture hours per week
- H. **CATALOG DESCRIPTION: 3 Credit hours, GER 7**  
Students read and discuss works by a selected group of contemporary authors. After reading a given work, students meet and engage authors in a question and answer session followed by a public reading. This course includes an introduction to close reading skills, analysis of the elements of literary style in fiction, poetry, and creative non-fiction. Through intensive class discussion, writing workshops, and oral presentations, the students learn how to articulate ideas clearly and are introduced to the basic elements of creative writing in multiple genres.

General Education 7

- I. **PRE-REQUISITES/CO-REQUISITES:** ENGL 101 or ENGL 102
- J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of the course, the student will be able to:

<b><u>Course Objective</u></b>	<b><u>Institutional SLO</u></b>
<b>a. <i>understand</i></b> literary devices such as narrative structure, character development, voice, and perspective	<b>2. Crit. Thinking</b>
<b>b. <i>analyze</i></b> how contemporary literature both reflects and critiques social, political, and cultural issues	<b>1. Communication 2. Crit. Thinking 4. Inter-Intrapersonal Skills</b>
<b>c. <i>create</i></b> thoughtful questions and comments for visiting authors	<b>1. Communication 2. Crit. Thinking 4. Inter-Intrapersonal Skills</b>

- K. **TEXTS:**

Cowser, Robert. Green Fields: Crime, Punishment and a Boyhood Between. New Orleans: University of New Orleans Press, 2010.

Flowers, Arthur. Another Good Loving Blues. New York: Ballantine, 1994.  
Karr, Mary. Lit. New York: Harper Perennial, 2010.  
Mehta, Rahul. Quarantine. Harper Perennial, 2011.  
Saunders, George. The Braindead Megaphone. New York: Riverhead Trade, 2007.  
Smith, Bruce. Devotions. Chicago: University of Chicago Press, 2011.

\*Sample texts will vary as the readers will change each semester.

**L. REFERENCES:**

Similar Programs:

Hunter College: <http://www.hunter.cuny.edu/creativewriting/being.shtml>

Syracuse University: <http://english.syr.edu/cwp/RaymondCarverRS.htm>

St. Lawrence University: <http://www.stlawu.edu/academics/programs/english/page/1406>

**M. EQUIPMENT:** Technology enhanced classroom, large lecture hall for readings

**N. GRADING METHOD:** A-F

**N. MEASUREMENT CRITERIA/METHODS:**

- Class participation, particularly in-class discussion
- Attendance and participation in Q&A and readings
- Quizzes based upon weekly readings
- Five written responses to the course texts

**P. DETAILED COURSE OUTLINE:**

- I. Fiction
  - A. Form: stories vs. novels
  - B. Narrative structure
  - C. Character development
  - D. Theme
  - E. Language and voice
  - F. Perspective
- II. Poetry
  - A. Line and meter
  - B. Blank verse
  - C. Rhyme and rhythm
  - D. Imagery
  - E. Repetition
  - F. Traditional forms: sonnets, villanelles, haikus, etc...
- III. Non-Fiction
  - A. Journalism
  - B. 'Fact' vs. 'Fiction'
  - C. Memoir and personal narrative
    1. Notions of self and the politics of identity
    2. Race, gender, sexual identity