

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 02/23/2021

4. Department/discipline: English

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Writing the Short Story  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: ENGL 8. Course Level: 2010

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

Writing the Short Story is the study of the short story as a specific artistic genre with attention given to fictional elements that enable each story to achieve its purpose. Students will explore this genre as readers and writers, reading short stories by a diverse group of writers and composing and revising their own original creative work throughout the semester. Students will also be encouraged to submit their work to *The Thunderbird Review*. (Prerequisite: Student must have completed ENGL 1101 or equivalent) (Meets MnTC goal area 6).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): ENGL 1101 College Composition or equivalent

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor's choice.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Introduction to creative writing and the writing process
2. Introduction to the short story
  - a. What constitutes a short story?
  - b. The history of the short story
  - c. The elements of fiction
3. Gathering ideas for writing short stories
4. Controlling language and imagery

5. Exploring different types of short stories, such as:
  - a. Flash fiction
  - b. Micro fiction
  - c. Realistic fiction
  - d. Science fiction
  - e. Fantasy
6. Giving and receiving feedback
7. Revision
8. Publication

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Successfully identify elements of fiction, such as plot, setting, character, point of view, theme, style, and tone in stories from a diverse set of voices.	B, C	1, 7
Analyze short stories based on an understanding of the elements of fiction in class discussion.	B, C	
Respond respectfully to others in class discussions and feedback on writing.	B, C	6
Compose creative work that integrates the elements of fiction.	B, C	
Demonstrate an understanding of cultural influences on contemporary works of poetry and on one’s own work.	A, B, C, D	7
Demonstrate the ability to improve their writing by revising drafts based on	B, C	

feedback from the instructor, tutors, and / or peers.		
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**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
  2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
  3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
  4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
  5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
  6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
  7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6

Goal Area 6

- a. demonstrate awareness of the scope and variety of works in the arts and humanities.
  - b. understand those works as expressions of individual and human values within an historical and social context.
  - c. respond critically to works in the arts and humanities.
  - d. engage in the creative process or interpretive performance.
  - e. articulate an informed personal reaction to works in the arts and humanities.
17. Are there any additional licensing/certification requirements involved?  
         Yes   X   No

Provide the required documentation to show course meets required licensing/certification standards.

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