

**UNIVERSITY OF GUELPH  
COLLEGE OF ARTS  
SCHOOL OF ENGLISH AND THEATRE STUDIES  
FALL 2023  
CRWR\*2000: READING AS A WRITER**

**Objectives:** This course is designed to teach students to read literature as writers. Students will analyze the construction of literary texts to improve their knowledge and application of each element of storytelling (character, point-of-view, dialogue, setting, scene, narrative arc). The goal of the course is to hone aspiring writers' critical thinking and creative skills through lectures on the reading, close readings of literary texts, and creative writing exercises based on literary models.

**Learning outcomes:**

Upon successful completion of this course, students will be able to:

- describe the basic components of a short story;
- evaluate works of prose fiction in terms of structure, image and story;
- employ a vocabulary capable of expressing their own creative decisions;
- understand extended works of prose fiction as responses to history and nation;
- manage their time so as to complete significant reading projects.

**Required Reading:**

Douglas Coupland, *Attack of the Copula Spiders* (Biblioasis, 2012)  
Stephen Henighan, *Blue River and Red Earth* (Cormorant Books, 2018)  
Jenny Erpenbeck, Trans. Michael Hofmann, *Kairos* (New Directions, 2023)  
Mário de Andrade, Trans. Katrina Dodson, *Macunaíma* (New Directions, 2023)

**\*\*\*Texts must be acquired in print format and brought to class on relevant days.\*\*\***

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**Method of Evaluation:**

Workshop Participation: 10%  
Reading quizzes: 2 x 10% = 20%  
Analyses of stories: 4 x 10% = 50%  
Original stories: 2 x 10% = 20%

**Electronic Etiquette:** In order to support the learning outcomes stated above, note-taking should be done by hand. (In the case of a student who is registered with Student Accessibility Services, the usual procedure is to appoint a note-taker.) Course texts must be purchased in print form to facilitate consultation and discussion during class.

This policy exists to improve your learning experience, as studies demonstrate that note-taking by hand produces enhanced cognitive development and an improved grasp of course material:

<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

[http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html?utm\\_source=www&utm\\_medium=tw&utm\\_campaign=20140606](http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html?utm_source=www&utm_medium=tw&utm_campaign=20140606)

According to the OECD, "students who use computers very frequently do a lot worse in most learning outcomes." <https://thewalrus.ca/the-failure-of-the-ipad-classroom/>

<http://www.winona.edu/psychology/Media/Friedlaptopfinal.pdf>