

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Writing Short Fiction

**Purpose:** To investigate and understand a specific genre, develop voice, explore plot structure, and stylistic elements related to writing short fiction. Further, to practice writing and using the writing process (planning, researching, drafting, revising, editing, proof reading, and publishing) to create an original work.

The assignment requires various steps. Follow instructions carefully. You must complete and submit all parts of the assignment. The process is as essential as the final product, and all parts will be evaluated. The final story must not exceed 1200 words.

#### **Step One: Investigating Writing**

Prior to starting to outline and draft your short story you are first to:

- a) Choose the genre for your story (for example: comedy, science fiction, tragedy, drama). You must research your chosen genre and compile a one-page list of its main conventions. You must include citations and list of resources you consulted during the research process (MLA format). **Failure to properly cite and list your sources will result in a mark of zero.**

#### **Step Two: Practicing Writing**

- b) Next, you must work on your character sketch (of your main protagonist). Remember Hemingway's *Iceberg Theory*, even though certain aspects of the narrative should be left for the reader to infer, you should be well aware of *all aspects of your character*. You must make sure the character is well rounded and believable. Your characterization should work in conjunction with your choice of genre. The character sketch must be completed and brought to class.
- c) You must complete a story outline/organizer—to be viewed by your teacher and your peers. Carefully consider the choices you make. Make sure they are appropriate to genre and that your theme will be clearly communicated to readers. Depending on the subject, and setting additional research might be required. Make sure all research notes are submitted in the final package; resources must be properly cited and documented.
- d) You must come prepared for a Writing Workshop with a typed copy of your draft. Suggestions for revisions will be made.
- e) You will submit the final version of your short story to [www.turnitin.com](http://www.turnitin.com) along with the following:
  - Notes on genre and any other research notes (with a reference list and any other necessary documentation)

- Character sketch
- Story Outline
- First and second draft with notes on revision
- Final polished draft

### **Short Fiction Criteria**

- story must be 1200 words or under
- the story must have a title that reflects the main content or theme
- must have strong characterization
- the setting (if relevant to your genre) should be clear and details must be accurate
- the story must have a clear theme
- the story must have a central conflict (external, internal or both)
- the story contains the elements of plot
- the story must include the use of rhetorical devices
- the point of view and any use of dialogue must be clear and consistent
- the story must be original and creative; it should be demonstrative of your creative voice
- all work must be typed. The final draft must be double-spaced, 11-12 font (Cambria or Times New Roman), and pages must be numbered
- a word count MUST be included

\*\*\*Review the attached task rubrics for the curriculum strands and mark breakdown\*\*\*

Due Date: \_\_\_\_\_

EW4U1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Story Outline/Brainstorming

Complete the following outline prior to writing

Genre:

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Mood:

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Tone:

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Point of View:

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List the name(s) and main character attributes:

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Setting (time period and location):

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Plot Structure (order of events chronological or non-linear/ main event):

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Main Conflict:

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Main theme:

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### Conventions of Genre

Strand (IW)	0-49% Below Level One	50-59% Level One	60-69% Level 2	70-79% Level 3	80-100% Level 4
<b>Knowledge and Understanding</b> <b>Conventions of Genre</b> <b>Elements of form and style</b>	does not demonstrate understanding of genre; does not show knowledge of conventions of form or style	demonstrates moderate understanding of genre; limited knowledge of conventions of form and style	demonstrates some understanding of genre; some knowledge of conventions of form and style	demonstrates considerable understanding of genre; considerable knowledge of conventions of form and style	demonstrates strong knowledge of genre; strong knowledge of form and style
<b>Thinking Research Skills</b> <b>Resource list</b>	does not conduct research effectively	conducts research process with moderate effectiveness	conducts research process with some effectiveness	conducts research process with considerable effectiveness	conducts research process with a high degree of effectiveness
<b>Communication</b> <b>(spelling, grammar, punctuation, diction and usage)</b>	meaning is obscured; lacks clarity	limited clarity	some clarity	considerable clarity	a high degree of clarity

### The Writing Process/Outline

Strand (PW)	0-49% Below Level One	50-59% Level One	60-69% Level Two	70-79% Level Three	80-100% Level Four
<b>Thinking and Inquiry</b> <b>Generate Ideas</b> <b>Short fiction outline</b>	does not explore ideas for potential writing	explores ideas for potential writing with limited effectiveness	explores ideas for potential writing with some effectiveness	explores ideas for potential writing with considerable effectiveness	explores ideas for potential writing with a high degree of effectiveness
<b>Application</b> <b>Editing, Proofreading and Publishing</b>	no evidence of the writing process	drafting and revising process is used with limited effectiveness	drafting and revising process is used with some effectiveness	drafting and revising process is used with considerable effectiveness	drafting and revising process is used with a high degree of effectiveness

# Short Fiction

Strand (PW)	0-49% Below Level One	50-59% Level One	60-69% Level Two	70-79% Level Three	80-100% Level Four
<b>Plot structure/Organization</b> <i>Exposition, rising action, climax, falling action and denouement</i>	does not demonstrate knowledge of plot structure; lacks organization	demonstrates moderate knowledge of plot structure; organized with moderate effectiveness	demonstrates some knowledge of plot structure; organized with some effectiveness	demonstrates considerable knowledge of plot structure; organized with considerable effectiveness	demonstrates strong knowledge of plot structure; organized thoughtfully and masterfully
<b>Characterization</b> <i>character is well developed</i>	lack of clear characterization	moderate evidence of character development	some evidence of character development	considerable evidence of character development	strong character development
<b>Point of View</b> <i>Clear, consistent and appropriate to genre</i>	point of view is unclear or inconsistent	point of view is established and maintained with moderate effectiveness	point of view is established and maintained with some effectiveness	point of view is established and maintained with considerable effectiveness	point of view is established and maintained
<b>Setting (if relevant to story and genre)</b> <i>clearly and accurately conveyed</i>	setting lacks accurate details and is unclear	setting includes few details; conveyed with moderate effectiveness	setting includes some details; conveyed with some effectiveness	setting includes considerable detail; conveyed to the reader with considerable effectiveness	setting includes accurate and clear details; conveyed to the reader with a high degree of effectiveness
<b>Conflict</b> <i>Establishment of main conflict</i>	conflict is unclear	conflict is communicated with moderate effectiveness	conflict is communicated with some effectiveness	conflict is communicated with considerable effectiveness	conflict is communicated to the reader thoughtfully and with a high degree of effectiveness
<b>Theme</b> <i>Communication of personal or universal truth</i>	theme is unclear	theme is communicated with moderate effectiveness	theme is communicated with some effectiveness	theme is communicated with considerable effectiveness	theme is communicated with a high degree of effectiveness
<b>Genre</b> <i>application of knowledge and conventions</i>	does not apply knowledge of genre or conventions	applies knowledge of genre and conventions with moderate effectiveness	applies knowledge of genre and conventions with some effectiveness	applies knowledge of genre and conventions with considerable effectiveness	applies knowledge of genre and conventions thoughtfully and effectively
<b>Rhetorical Devices</b> <i>applies knowledge of rhetorical devices to enrich writing</i>	does not apply knowledge effectively	applies knowledge with moderate effectiveness	applies knowledge with some effectiveness	applies knowledge with considerable effectiveness	thoughtfully and effectively uses rhetorical devices to enrich writing
<b>Communication</b> <i>(punctuation, spelling, grammar, diction and usage)</i>	lacks clarity; at times meaning is obscured	limited clarity	Some clarity	Considerable clarity	A high degree of clarity; flawless