CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: Fall 2023	**COURSE NO:** ENGL 260	
INSTRUCTOR:	**COURSE TITLE:** Writing Communities	
OFFICE: **LOCAL:** **E-MAIL:** @capilanou.ca	**SECTION NO(S):**	**CREDITS:** 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and səl̓ílwətaʔɬ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES
6 credits of 100-level ENGL

CALENDAR DESCRIPTION
This course introduces students to the practices, networks, and traditions that sustain the work of writing and storytelling in their myriad forms. Bridging the divide between creative and academic literary contexts, the course explores a range of histories, methods, and critical interventions to illuminate what it means to write within and for a given community. Examining key institutions of literary culture, scholarship, and community building (e.g., archives, movements, readings, journals, conferences), students will become familiar with the social processes that support literary research and will collaborate on final creative-scholarly projects.

COURSE NOTE
ENGL 260 is an approved Culture and Creative Expression course for Cap Core requirements.
See the Department of English website for the focus of the course in a specific term.

REQUIRED TEXTS AND/OR RESOURCES
A selection of critical-creative texts and literary journals. The course may make use of a published anthology or coursepack. Specific texts will vary depending on the instructor and term.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:
1. Describe and critically evaluate a range of creative and scholarly literatures that emphasize the work of writing and storytelling in relation to different communities, politics, economies, and identities.
2. Explain how both creative and scholarly writing practices fit within the historical, social, political, and cultural milieus from which they arise.
3. Recognize that careful reflection upon literature and scholarship produced by diverse authors has the ability to foster social awareness and inspire action for social justice.
4. Understand how systemic racism, colonization and heteropatriarchal power structures have shaped literary and scholarly canons. Attend to the important work that has been done to critique, expand, and diversify the canon in order to engage with the art of Black, Indigenous, People of Colour, women, queer, trans and disabled writers.
5. Undertake creative and scholarly research and skilfully incorporate a variety of sources into their own work.
6. Participate actively and openly in collaborative project-making.
7. Prepare for and participate in class discussion, seminar groups, and workshops with content designed to add to the collective understanding of texts, issues, and practices.
8. Recognize that learning is a communal experience that should include self-reflexivity about one's positionality, lived experiences, and communal/social responsibility.
9. Compose written work that conforms to accepted practices for conducting research and presenting evidence while also striving to be insightful, original, and creative.

Students who complete this Culture and Creative Expression course will be able to do the following:
1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis.
2. Identify, analyze, and critique the elements of a form of expression using its specific vocabulary.
3. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed.
4. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).

COURSE CONTENT
The content and week-by-week breakdown of the course will vary by term and instructor. The following is an example:

Week 1	Introduction: Writing as a Social Practice
Week 2	Amber Nelson, "A Tiny Boat: Connection, Intimacy, Touching"; Joshua Whitehead, "Writing as a Rupture: A Breakup Note to CanLit"
Week 3	Juliane Okot Bitek (editor), *The Capilano Review* 3.39 issue on collaboration
Week 4	Library Workshop: Into the World of Literary and Scholarly Journals
Week 5	Guest Panel: Identifying as a Writer
Week 6	Histories of Collaboration, Decolonizing Research

Week 7   Creative Proposals, Critical Bibliographies
Week 8   Field trip to *The Capilano Review* and *Geist Magazine* offices
Week 9   Workshop on sound and visual writing with S F Ho and Tiziana La Melia
Week 10   New Media, New Communities
Week 11   Writing Lab
Week 12   Revision Workshop
Week 13   Presentations
Weeks 14-15   Final Exam Period

Content Warnings

The readings and lessons in this course are designed to challenge and transform your thinking and to help you develop your capacities for engaging critically and empathetically with the world around you. At times, course materials may contain potentially triggering content for some students. In the interest of creating safer spaces for all members of our university community so that everyone's learning can flourish, instructors and students will aim to provide content notes ahead of time and will encourage everyone to communicate any specific concerns they might have.

Also, please note that questioning our social conditioning, assumptions, or privileges may make us uncomfortable at times, but doing so is a vital part of collective learning and self-growth. While students may feel uncomfortable when engaging with certain course materials or class discussions, they should not be made to feel unsafe. In order to create a supportive classroom environment, it is vital that we all respect each other's privacy, boundaries, and identities.

EVALUATION PROFILE

Written Assignments*	50-80%
Tests & Quizzes	0-20%
Presentations & Group Projects	0-30%
Participation**	0-10%
Total	100%

* To include one graded assignment returned prior to the withdrawal date. No single assignment to be worth more than 35% of the final grade.

** Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; and participating in all activities with an open and inquisitive mind.

Written Assignments

This course may include a combination of short written assignments (e.g. reading responses, primary source analysis, article review, blog posts) and longer assignments such as a collaborative critical-creative essay. Written assignments may make use of the student's ePortfolio.

Tests and Quizzes

This course may include a combination of quizzes and tests (e.g. pop quiz, midterm exam). The format will be determined by the instructor and may include a combination of short answer and essay questions.

Presentations
This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation). Detailed instructions will be provided in class and on eLearn.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.
Make-up exams, quizzes, and/or labs are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises, although accommodations can be made to honour community needs and traditional practices. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance
This course is built around an active classroom component. Students are expected to attend all classes and associated activities.

English Usage
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices
Students may use electronic devices during class for note-taking only.

Online Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication

between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-services/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)
Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)
Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the

original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct
All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/).

Emergencies
Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENTAL OR PROGRAM OPERATIONAL DETAILS

Equity, Diversity & Inclusion

Treating everyone with respect and compassion is a responsibility we all share in creating an inclusive environment that is conducive to learning. Our diverse backgrounds, identities, experiences, languages and learning styles should not only be respected in the classroom but also celebrated as a source of expanding our understanding of other people and, in turn, our capacity for empathy. Students and instructors are expected to cultivate open-mindedness and remain aware of, and sensitive to, the diversity of identity and experience in our university community.