

COURSE OUTLINE		
TERM: Fall 2020	COURSE NO: ENGL 305	
INSTRUCTOR: TBA	COURSE TITLE: Special Topics in Canadian Literature	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and 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

45 credits of 100-level or higher coursework including 6 credits of 100 or 200-level ENGL

CALENDAR DESCRIPTION

This course studies selected works of Canadian literature important for their artistic, cultural, or historical content and contexts. Depending on the term, iterations of the course may focus on a specific moment in Canadian literary culture, or may look at the history of Canadian literature as a whole. Sample course titles: Canadian Modernism, Postcolonial Canadian Literature, Canadian Literary Urban Fiction.

COURSE NOTE

ENGL 305 is an approved Culture and Creative Expression course for Cap Core requirements. For the focus of the course each term, see the "Courses" page on the English Department website.

REQUIRED TEXTS AND/OR RESOURCES

A selection of fiction, poetry, drama, and/or other primary works, along with critical and scholarly readings. 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. Critically evaluate a selection of Canadian literature and its significance within given historical and cultural contexts.
2. Identify and explain how works of Canadian literature fit within larger national or international literary cultures, traditions, schools, movements, or canons.

3. Read with attention and make original use of detailed observation, synthetic thinking, and informed interpretation in written and oral work.
4. Compose essays and other written work that is alert to the complexity and nuance of literary texts, that considers the historical forces bearing on their production, and that weighs their relevance or utility in thinking about important issues in literary studies.
5. Work cooperatively and respectfully with other students to expand individual understandings of course readings and to foster new directions in discussion, research, and writing.
6. Undertake rigorous research that integrates various methodologies and perspectives.

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 of a version of the course titled “Inventing Canadian Literature”:

Week 1	Canadian Literature: An Introduction
Week 2	Place and Culture in Canada’s Settler Societies: Daphne Marlatt & Diana Brydon
Week 3	Time and Narrative: Marlatt, James Wood, Homi K. Bhabha
Week 4	An Interrogation of Form: Michael Ondaatje
Week 5	Aliens and Monsters: Larissa Lai and Hiromi Goto
Week 6	Guest Reader
Week 7	Group Presentations
Week 8	Group Presentations
Week 9	Characters out of Context: Michael Turner
Week 10	Theory and Practice
Week 11	The Graphic Novel: Mariko Tamaki and Jiliiian Tamaki
Week 12	Electronic Literature in Canada: The Future of Storytelling and the Book Form
Week 13	Course Conclusion and Discussion
Weeks 14-15	Final Exam Period

EVALUATION PROFILE

Written Assignments*	50-80%
Tests and Quizzes	0-20%
Presentations and Group Projects	0-20%
Participation	<u>0-10%</u>
Total	100%

* No single assignment to be worth more than 35% of the final grade.

ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and Moodle site for a more detailed breakdown.

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 research essay or ePortfolio project.

Tests and Quizzes:

This course will 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 Moodle.

Participation:

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.

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 tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. 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. Attendance in all class meetings is therefore strongly advised. Students not attending class regularly will be at a considerable disadvantage. Official university policy on attendance is found in the Calendar.

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.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; 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-life/>

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.