

COURSE OUTLINE		
TERM: Fall 2023	COURSE NO: ENGL 112	
INSTRUCTOR:	COURSE TITLE: Reading, Writing, Dialogue: Entering Global Conversations	
OFFICE: LOCAL: E-MAIL:	SECTION NO:	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE: elearn.capu.ca		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), x^wməθk^wəyám (Musqueam), shíshálh (Sechelt), Sḵwǝwú7mesh (Squamish), and sə́lílwətaʔt/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

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

COURSE PREREQUISITES

None

CALENDAR DESCRIPTION

This course will support first-year students in their development as writers in a university context, targeting skills in attentive reading, thoughtful writing, and dialogical exchange through the study of short texts (literary, popular, and multimedia) about global cultures and issues.

REQUIRED TEXTS AND/OR RESOURCES

A selection of readings on critical reading, writing and thinking as well as topical readings for discussion. The course may make use of a published text, coursepack and/or online sources linked to the class eLearn site. Specific readings 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. Generate critical questions in response to assigned readings;
2. Engage in reading practices leading to oral and written responses;
3. Apply composition strategies for the production of clear, rhetorically effective, and culturally engaged writing assignments;

4. Explain the significance of global and local cultural issues raised in literary texts and other media, attending thoughtfully and sensitively to systemic racism, colonization, and heteropatriarchal power structures;
5. Practice dialogical skills for active, responsible participation in open discussions and shared inquiry;
6. Recognize ownership of intellectual property.

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

- **Topic:** Introduction and Identities
- **Read:** Jerome Bruner's "Self and World-Making"

Week 2

- **Topic:** Presences and Cities
- **Read:** Stuart Hall's "Cultural Identity and Diaspora"

Week 3

- **Topic:** Walking In Your City
- **Read:** Excerpts from Michel de Certeau "The Practice of Everyday Life" and Georg Simmel's "The Metropolis and Mental Life"

Week 4

- **Topic:** Vancouver Is Awesome
- **Read:** Excerpts from Saskia Sassen's "The Global City"

Week 5

- **Topic:** Vancouver Re-Visited
- **Read:** Excerpts from Kay Anderson's "Vancouver's Chinatown" and excerpts from Thomas King's "An Inconvenient Indian"

Week 6

- Instructor Meetings

Week 7

- **Topic:** Sustenance
- **Read:** Herbert J. Gans' "Symbolic Ethnicity" and Mark Paterson's "You Are What You Buy"

Week 8

- **Topic:** Movement
- **Read:** Jonathan Mahler's "The Case For The Subway" and excerpts from Jeremy Kidder's "Urban Flow: Bike Messengers"

Week 9

- **Topic:** Sex
- **Read:** Excerpts from Gayatri Gopinath's "Impossible Desires"

Week 10

- **Topic:** People
- **Read:** Excerpts from Samira Kawash's "The Homeless Body" and excerpts from Tanya Titchkosky's "Disability, Self and Society"

Week 11

- **Topic:** Memory and Belonging
- **Read:** Marianne Hirsch's "Family Pictures" and excerpts from Roger Simon's "The Touch of The Past"
- **Watch:** Neill Blogkamp's "District 9" and Dan Sachar's "Last of You"

Week 12

- **Topic:** Hongcouver
- **Read:** Excerpts from Ackbar Abbas' "Culture And The Politics of Disapperance" and Gordon Mathews "Ghetto at The Centre of The World"

Week 13

- Peer Review

Week 14-15 (Final Exam Period)

- Final Drafts and Reflections

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

Oral Participation	10%*
Oral Presentation	10%
Group Presentation	10%
Reading Responses	15%
Short Writing Assignments	20%
(e.g. comparison and contrast, letter, paragraphs, narrative)	
Short Arguments	15%

Final Project 20%

* 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

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, and 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.