

**FACULTY OF ARTS**  
**DEPARTMENT OF ENGLISH**  
**COURSE OUTLINE**

**ENGL 201-16 Approaches to Literature  
(Aboriginal Student Access Program):  
Speculative Fiction Writers of Color**

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**Instructor:** Rain Prud'homme-Cranford

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**Sessions:** T/R 11:00 – 12:15pm; SA 119

**Office Hours:** R 12:30-2:00pm and by appointment

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**Course Description:** This course is designed to introduce students to critical reading, writing processes, and *discourse* (conversations) required at the University of Calgary and the collegiate level. This course emphasizes fundamental skills: how to read a text accurately and critically; how to write logically, clearly, and persuasively. This course provides instruction in close and critical reading and writing through the exploration of texts that center Writers of Color in Speculative Fiction and the ways in which characters, landbases, culture, languages, colonisation, histories and historic reimaginings, and POC futurisms. We will seek to create conversations highlighting how speculative POC *epistemologies* (methods and knowledges) influence how we think/imagine about literature (written, visual, oratory etc.) and how these texts both create meaning and how we make meaning from these texts (*rhetorics* or meaning making). This course builds student abilities in invention, drafting, and revising through the practice of writing, while emphasizing analytical engagement with text through close reading, research, and class discussion. As a class we will work on constructing various types of argumentation, building critical vocabulary, and editing processes that allow students to interact as a community through literature. Along with developing persuasive writing skills, the course emphasizes formal research methods, documentation techniques, and quotation/paraphrase management skills.

**Objectives and Expectations:** Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, and a final seminar paper. As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar paper project.

- Students will learn to read for “thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings” (i.e. *close reading*).

- Students will engage with literature/texts as a response to POC knowledges, places/landbases, gender/sexuality, colonisation, environmental, and as a reflection of specific historic movements and moments.
- Students will reflect on connections between *epistemologies* (knowledges) and story-making.
- Understand the various persuasive appeals connected to the rhetorical triangle--ethos, pathos, and logos--and use them to generate persuasive/critical arguments.
- Understand the constructs of the 5 Rhetorical Cannons--invention, arrangement, style, Memory, Audience/Delivery--and use them to generate persuasive/critical arguments.
- Develop inquiry strategies and research concepts through the use of the university library and determine appropriate materials for the rhetorical situation.
- Develop inquiry strategies through the use of the Internet and determine appropriate materials for the rhetorical situation.
- Critically analyze scholarly reading materials.
- Integrate ideas and concepts from scholarly reading materials into their own work.
- Control surface features of their writing such as syntax, grammar, punctuation, and spelling.
- A digital copy of all assignments is expected in class on the due date on D2L
- All written essays and formal papers must be in MLA style explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.

### **Required Texts<sup>1</sup>:**

Dimaline, Cherie. *The Marrow Thieves*. Cormorant Books Inc., 2018.

Howe, LeAnne. *Savage Conversations*. Coffee House Press, 2019.

Ireland, Justina. *Dread Nation*. Balzer + Bray, 2019.

Lai, Larissa. *The Tiger Flu: a Novel*. Arsenal Pulp Press, 2018.

[Sánchez Rosaura, et al. \*Lunar Braceros: 2125-2148\*. Calaca Press, 2009. Kindle.](#)

Smith, Sherri L. *Orleans*. Speak, an Imprint of Penguin Group (USA), 2014.

### **Recommended but not Required:**

[MLA handbook 8th edition](#)

### **Major Assignments and Evaluations:**

- 1) Vocabulary and Concepts Test: Short answer on technical terms and techniques involved in reading and writing about literature 10%
- 2) Digital Midterm: You will be responsible for a midterm exam. Midterms will be held during the standard midterm assigned time and will comprise all material read, assigned, and discussed/lectured in class. We will hold an in class review the week before the test. Your mid- term exam will be a combination of short answer and multiple choice. We will go over the midterm closer to the date of the exam. Exam will be on D2L 15%
- 3) Short Close Reading Paper: Each student will write a 3 page close reading reflection paper on an assigned text from class. Full assignment instructions will be provided 15%

- 4) Final Essay Paper: Each student will write a 5-7 page *persuasive analysis* of one of the readings from class. Full assignment instructions will be provided 30%
- 5) Final Exam: You will be responsible for a Final exam. Finals will be held during the Registered Final Exam session and will comprise all material read, assigned, and discussed/lectured in class. We will hold an in class review the week before the test. Your final exam will be a combination of short answer, multiple choice, and close reading response. We will go over the final closer to the date of the exam. 20%
- 6) Participation: Students will be graded on their participation in class discussions as well as the quality of their responses, responses to in class writing on discussion questions, group discussion/writing, quizzes, and attendance. 10%

\*All course assignments must be completed for passing credit\*

## Grading

90 + %	A+
85 – 89 %	A
80 – 84 %	A–
77 – 79 %	B+
74 – 76 %	B
70 – 73 %	B–
67 – 69 %	C+
64 – 66 %	C
60 – 63 %	C–
55 – 59 %	D+
50 – 54 %	D
0 – 49 %	F

A+ / A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

## General Rubric:

### "A +" Paper Has:

- All the elements of the A paper
- Is a paper suitable for submission for publication

### "A" Paper Has:

- A clear, relevant introduction that engages the reader
- Introduction that maps out the argument structure (mapping sentence)
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples, citation, illustration, within the body of the paper that prove the thesis
- Clear/Strong logical structures, style, and consideration of audience

- Text that demonstrates comprehension of the prompt and/or subject matter
- Clear explication and analysis of points of support/claim
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- No or Few punctuation errors
- Correct MLA format
- A writer's voice that is clear and personal

"B" Paper Has:

- An, relevant introduction that *mostly* engages the reader
- Introduction mapping sentence is weak or incomplete (i.e. map out the argument structure)
- A clear thesis statement that synthesizes the paper's main points
- Good organization reflecting logical structure, clear style, and an attempt to consider audience
- Relevant examples in the body of the paper: citation, illustration, within the body of the paper that prove the thesis
- Commentary/analysis can use flushing out/explication
- A clear understanding of the prompt and/or subject matter but not as focused as an "A" paper
- Transitions between paragraphs can use development
- Truncated conclusion
- Few spelling errors
- Correct MLA Format
- Few punctuation errors
- An inconsistent voice which may lack clarity and creativity
- B- Minimum pass for students in Faculty of Graduate Studies

"C" Paper Has:

- An introduction that is abrupt or does not engage the reader
- Introduction mapping sentence is weak, incomplete, or missing (i.e. map out the argument structure)
- Thesis statement needs development and/or articulation of paper's main points
- Unclear or inconsistent organization: disjointed or incomplete logical structure, style, and/or an lack to consider audience
- Unfocused, truncated, or poorly chosen examples (illustration, citation) that perhaps do not prove thesis or are not fully explicated
- Weak analysis/explication of examples or examples that are not connected to claim
- Understanding of the prompt and/or subject matter lacks focus or understanding
- Transitions between paragraphs are inconsistent and/or can use development
- A conclusion that simply restates the introduction
- Spelling, punctuation, and/or syntax errors
- Inconsistent MLA
- Little evidence of the writer's voice

"D" Paper Has:

- Unclear sense of introduction or an introduction that does not engage the reader
- Introduction mapping sentence is weak, incomplete, or missing (i.e. map out the argument structure)
- A weak thesis that perhaps lacks validity or thesis statement is under developed and/or lacks description of paper's main points
- Unclear or inconsistent organization: disjointed or incomplete logical structure, style, and/or an lack to consider audience
- Lacks examples in body (illustration citation) or plot summaries as examples
- Thesis lacks development
- Little or no examples or examples lack analysis and explication
- No clear conclusion or a conclusion that is irrelevant to the ideas presented in the paper
- Several spelling, grammatical, and punctuation errors

- MLA errors

"F" Paper Has:

- Illogical thesis, if a thesis is present, or thesis is weak and needs significant work
- Lacks logical structure, style and/or No structure or organization
- Lacks evidence of comprehension of subject/prompt or No evidence of comprehension of prompt and/or subject matter
- Multiple MLA errors
- Little or no analysis and explication of support
- Poor or inappropriate conclusion
- Excessive errors in spelling, grammar, syntax, and/or punctuation

## **Participation**

Participation as university scholars working together to better our understanding of the writing and critical literary criticism process, historic and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies and Literary Criticism. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses, responses to in class writing on discussion questions, group discussion/writing, quizzes, and attendance. Coming to class prepared (books, homework, writing utensils) also qualifies as participation. **Only students present for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. *Community* is key in all things. This classroom is a community setting. ***For our community to function we must be beholden to reciprocity.*** Class Discussion/Participation is 10% of your grade.

**Electronic Devices:** As many of our materials are digital or available as digital texts, Students are allowed to use digital devices (computers/phones/tablets) for class material in good faith. This does not mean digital devices are allowed for personal, other courses, or “checkin out.” Students who abuse the good faith policy will no longer be allowed access to these devices and/or your participation will be considered compromised. Phones should be on silent for both calls and messages. However, IF a student is expecting an emergency call: i.e. child, family, partner, pet illness; job on-call/interview— You are asked to notify me at the start of class and excuse yourself if an emergency call comes through. Students who text/message outside of this policy will be redirected.

**Essays and Paper format:** All writing assignments SHOULD engage analytic responses and be MLA formatted, following MLA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment.

**Revision Policy:** Please note: **I do not allow revisions on papers.** I **do** meet with students to go over paper drafts.

**Late Work:** Your assignments are due on time at the start of class, not later in the day. For

every class meeting day an assignment is late, students will be docked one letter grade. Once the assignment is worth less than 60% it will not be accepted, and the student will earn a zero. (For serious or extenuating circumstances, contact the instructor as soon as possible. Arrangements will be made at the instructor's discretion.)

**Attendance:** Your attendance at every class meeting is required. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, *please notify me as soon as possible*. The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying the instructor of serious illness or other serious complication(s) prior to the absences. Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, or personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

**Current Academic Calendar:** <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

### **Classroom Decorum and Respect**

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender, classiest, sizest and/or racially biased language, and unapproved electronic devices.

### **Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca/graduate> Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

### **Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

### **Library and Research Support:**

Melanie Boyd Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: [maboyle@ucalgary.ca](mailto:maboyle@ucalgary.ca).

Find The English Pages research guide here: <http://libguides.ucalgary.ca/english>

**Follow the Department of English on Facebook & Twitter:**



**Academic regulations and schedules:**

Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at <http://english.ucalgary.ca/node/245>. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is <http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at [enggrad@ucalgary.ca](mailto:enggrad@ucalgary.ca) to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>, <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

**Student Accommodations:**

**ACADEMIC  
ACCOMMODATIONS**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

**Emergency Evacuation/Assembly Points:**

<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

**Freedom of Information and Protection of Privacy**

**Act:** <http://www.ucalgary.ca/legalservices/foip/>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

**Contact for the Graduate Student Association:** <http://gsa.ucalgary.ca/>

**Contact for Students Ombudsman’s Office:** <http://www.ucalgary.ca/provost/students/ombuds>

**Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)) Your responses make a difference - please participate in USRI Surveys."

**PLAGIARISM**

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not.

Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not



establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites: <http://www.dianahacker.com/resdoc/> <http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than makeup tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

### **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar, <http://www.ucalgary.ca/pubs/calendar/current/j.html> "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community".

The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behavior, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

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*"All acts of kindness are lights in the war for justice..." ~Joy Harjo*

## Weekly Schedule\*

**Week 1 01/10:** Introduction: Syllabus, Introduction to vocabulary; PPT Rhetorical Reading/  
Rhetorical triangle

### **ReImagined Histories: Spec Fic**

**Week 2 01/14:**

Ireland, Justina. *Dread Nation*

**Week 3 01/21:**

Ireland, Justina. *Dread Nation*

[“Twitter Thread Review,” Debbie Reese](#)

[“A Tale of Two Americas” Review, Alex Brown](#)

**Week 4 01/28:**

T: [“How Indigenous and black artists are using science fiction to imagine a better future”](#)

Lecture: Speculative Fictions

POC vs Western Story/ How We Write Discussion:

TH: Lecture: MLA Format/ Rhetoric and Meaning

Rhetoric and POC Meaning-Making Alliances

**Week 5 02/04:**

[Howe, LeAnne. \*Savage Conversations\*: \(Digital edition released 02/05\)](#)

Tuesday: Vocab Test

**Week 6 02/11:**

Howe, LeAnne. *Savage Conversations*

Review Paper Assignment

**Week 7 02/17-24: Mid-Break (Reading Week)**

F: Short Close Reading Paper Due February 22, 11pm D2L

### **Dystopian Survivance: Spec Fic**

**Week 8 02/25:**

Lai, Larissa. *The Tiger Flu: a Novel*

Midterm opens d21 March 1; 11pm -March 3, 11pm

**Week 9 03/04:**

Lai, Larissa. *The Tiger Flu: a Novel*

**Week 10 03/11:**

T: Lecture Logic and Constructing Arguments; Citation and Explication

TH: Smith, Sherri L. *Orleans*

**Week 11 03/18**

Smith, Sherri L. *Orleans*  
Review Final Paper Assignment

**Week 12 03/25:**

Dimaline, Cherie. *The Marrow Thieves*

**Week 13 04/01:**

Dimaline, Cherie. *The Marrow Thieves*  
Review for Final

**Week 14 04 /08**

[Sánchez Rosaura, et al. \*Lunar Braceros: 2125-2148\*. Calaca Press, 2009. Kindle.](#)  
Mandatory Conferences for Final Paper

Assignment Final Papers Due: April 12<sup>th</sup> 11pm D2L

**Exams Week:** Registrar Final Exam

**All assigned readings are required, even if not discussed in class**  
**Readings should be completed by the day they are listed on the syllabus**  
**The instructor reserves the right to add or amend to the syllabus as required /fitting to the**  
**course**