

FACULTY OF ARTS
DEPARTMENT OF ENGLISH COURSE OUTLINE
ENGL 251-12 Literature and Society:
Speculative Fiction by People of Color

Instructor: Rain Prud'homme-Cranford

Office: 403-220-4664

Phone: SS1124

EM: rain.prudhommecranf@ucalgary.ca

Sessions: M/W 3:30 – 4:45pm; SA 129

Office Hours: M/W 2:00-3:00pm and by appointment

E-Mail Policy: The Professor will strive to answer email within 24hrs. However, email is turned off after 8pm. If an emergency should ever arise during finals, a message can be theft with English department. Arrangements will be made. Your health and wellness come first.

Course Description: This is an examination of the *relationship* of literature to the world around us, with instruction in close reading and critical writing. As a class we will consider how literature as a cultural practice responds to and reflects its social context. Therefore, 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 how to read a text critically, how to write logically, clearly, and persuasively. We will explore Writers of Color in Speculative Fiction and the ways in which characters, landbases, culture, languages, colonization, histories and historic reimagings, and POC futurisms speak to the worl around us— past, present, and future. As a *community*, 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.

Required Texts¹:

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.

Smith, Sherri L. *Orleans*. G.P. Putnam's Sons, 2013.

¹ The professor encourages students to use the most economical version of the text: ebook, rental, used, borrowed etc. Texts available digitally through U of C library are hyperlinked. You need your U of C ID and Password to access and use the digital library.

Recommended but not Required:

[MLA handbook 8th edition](#)

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, colonization, 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. 12pt Times New Roman font.
- Papers will turned in as word.docx or rich text format (RTF). Doc ONLY. If you are unable to turn in your assignment as stated above, please see me after class.
- All students are required to fully participate in class discussions. Students who miss or do not participate in class writing or group work will not earn participation credit.

Major Assignments and Evaluations²:

- 1) Vocabulary and Concepts Test: Short answer on technical terms and techniques involved in reading and writing about literature. Exam will on D2L. 10%
- 2) Digital Midterm: You will be responsible for an OPEN BOOK Online D2L 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 true/false. We will go over the midterm closer to the date of the exam. 15%
- 3) Short Close Reading Paper: Each student will write a 3-4 page close reading reflection paper on an assigned text from class. Full assignment instructions will be provided. This paper may be used as a draft towards your expanded final paper 15%
- 4) Final Essay Paper: Each student will write a 5-8 page *persuasive analysis* of one of the readings from class. This paper must incorporate TWO texts covered in class. Students may expand their first short paper. 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, fill in the blank, and close reading response. Students will be allowed two note cards covering book summaries and characters only. This is not an open book exam. We will review and go over the final closer to the date of the exam. Students must be available for examinations up to the last day of the examination period December 9 – December 19, 2019.
<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> 20%
- 6) Participation: Students will be graded on their participation in class as follows: responses to in class writing on discussion questions, group discussion/writing, and random quizzes. 10%

Short paper, Final paper, Midterm, and Final exam must be completed for passing grade

² Note both the short paper and final paper assignments along with due dates are posted in DETAIL on D2L on the FIRST day of classes. We will go over them on class on the first day, and again, as scheduled on the syllabus.

Grading³

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

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:**

- A clear, relevant introduction that engages the reader
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples within the body of the paper that prove the thesis
- Text that demonstrates comprehension of the prompt and subject matter
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- Few punctuation errors
- A writer's voice that is clear and personal
-

"B" Paper Has:

- An introduction with a thesis that perhaps is unclear
- Good organization
- Relevant examples in the body of the paper
- Commentary/analysis that lacks development
- A clear understanding of prompt and subject matter but not as focused as an "A" paper
- Rough transitions between paragraphs
- Lack of depth and insight in conclusion
- Few spelling errors
- Frequent punctuation errors
- An inconsistent voice that lacks clarity and creativity

"C" Paper Has:

- An introduction that is abrupt or does not engage the reader
- Unclear or inconsistent organization
- Unfocused, poorly chosen examples that perhaps do not prove thesis
- Weak analysis of examples

³ Final grades that are .5 will be rounded to up. A final grade of 89.5 will be rounded to 90. However, a 63.3 will remain a 63.

- A conclusion that simply restates the introduction
- Frequent spelling and syntax errors
- Little evidence of the writer's voice

"D" Paper Has:

- No clear sense of introduction or an introduction that does not engage the reader
- A weak thesis that perhaps lacks validity
- Few or no examples in body or plot summaries as examples
- No development of thesis
- No clear conclusion or a conclusion that is irrelevant to the ideas presented in the paper
- Several spelling, grammatical, and punctuation errors

"F" Paper Has:

- Illogical thesis, if a thesis is present
- No structure or organization
- No evidence of comprehension of prompt and/or subject matter
- 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 means examining historic and contemporary issues within literature and society to critically engage with works of speculative fiction by Peoples of Color in this course. 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 as to the quality of their responses to in class writing on discussion questions individually, group discussion/writing, quizzes, and reflection prompt responses. Coming to class prepared (books, reading homework, writing utensils) also qualifies as participation. **Only students present for the discussion work 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 work/Participation is 10% of your grade.

Electronic Devices: As many of our materials are available as both print and digital (often cheaper as ebooks), 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. Note, your professor has no shame in “callin you out” for misuse of digital devices 😊 😊

Essays and Paper format: All writing assignments SHOULD engage analytic responses and

be MLA formatted (a process we will review in class), following MLA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment. All assignments will be posted on D2L as will MLA notes and resources.

Revision Policy etc: Please note: I do not allow revisions on papers. I **do** meet with students to go over paper drafts, ideas, and research. There is no extra credit in this course.

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 50% 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 seriously encouraged. Absences should be saved for illness, sick children, 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. 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.* You cannot pass this course by just turning up for exams etc.

Current Academic Calendar: <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>

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 biased, sexist, classist, sizeist 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>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and

writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events <http://english.ucalgary.ca/scribe-and-muse-english-club>. Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. 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: maboyn@ucalgary.ca.

Find The English Pages research guide here:

https://library.ucalgary.ca/sb.php?subject_id=52619

Follow the Department of English on Facebook & Twitter:



Academic regulations and schedules:

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

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.

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

ucalgary.ca/policies/files/policies/student-accommodation-policy.

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.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/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office: <https://www.ucalgary.ca/student-services/ombuds/role>

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). 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://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 make-up 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/m-1.html>.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar; <https://www.ucalgary.ca/pubs/calendar/current/k-2.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 behaviour, 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.

“All acts of kindness are lights in the war for justice...” ~Joy Harjo

Revised August 2019

Weekly Schedule*

Week1 09/09:

M: Introduction: Syllabus, Introduction to vocabulary;

W: PPT Rhetorical Reading/ Rhetorical triangle

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

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

Alternate Histories:

Week 2 09/16:

M: Ireland, Justina. *Dread Nation* pgs 1-128

W: Ireland pgs 128-226

Week 3 09/23:

M: Ireland pgs 226-330

W: M: Ireland pgs 330-455

Week 4 09/30:

M: Lecture Logic and Constructing Arguments; MLA Citation and Explication

W: MLA Format/ Rhetoric and Meaning

POC Meaning-Making Alliances/Spider Mapping

Review Short Paper Assignment

Vocab Quiz Opens Thursday 10/03 5pm closes 11pm

Saturday 10/05 11pm on D2L

Week 5 10/07: No Class

(October 9: Thanksgiving)

Read: LeAnne Howe *Savage Conversations* (whole text)

Week 6 10/14:

M: Read [“38” by Layli Long Soldier](#)

Discussion *Savage Conversations*

W: *Savage Conversations* / Spider Mapping

Short Paper Due 10/20 11pm D2L

Dystopian Futures:

Week 7 10/21:

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

Story Talk: Speculative Fictions

POC vs Western Story/ How We Write Discussion:

W: Smith *Orleans* Part 1 and 2

Midterm exams open D2L 11 pm October 25 to 11 pm October 27

Week 8 10/28:

M: *Orleans* Part 3

W: *Orleans* Part 4

Spider Mapping

Week 9 11/04:

M: Lai *The Tiger Flu: a Novel* Part 1

Review Final Paper Assignment

W: *The Tiger Flu: a Novel* Part 2

Week 10 11/11: No classes term break Nov 10-16

Week 11 11/18:

M: *Tiger Flu: a Novel* Part 3

W: *Tiger Flu: a Novel* Part 4

Week 12 11/25:

M: *Tiger Flu: a Novel* Part 5

Spider Mapping

Sign Up for Final Paper Conferences

W: Dimaline, Cherie. *The Marrow Thieves*, Part One

Week 13 12/02:

M: *The Marrow Thieves*, Part Two

W: Story Talk, Spider Mapping

Final Paper review, Final Exam Review

12 /09: Week 15: Finals Week: Assignment Final Papers Due

Paper is due **12/07 5pm** via online. **No assignments will be accepted after 5pm on 12/07.**
30%

Exams Week: Registrar Final Exam TBA

**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**