



UNIVERSITY OF
CALGARY

DEPARTMENT OF ENGLISH
ENGL 372.01
Spring 2021

Instructor	Prof. Christian Olbey
Phone:	N/A
Email:	cwolbey@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Wednesdays 12-1pm (access through the Zoom feature in D2L)

Course description:

This course provides a survey of writing in Canada from the mid-19th century to the early 21st century, with an emphasis on BIPOC (Black, Indigenous, People of Color) Canadian writers. Students will read examples from different types of genres such as short stories/fiction, poetry, essays. Throughout the course we will engage the challenge to re-conceptualize an understanding of Canadian literature through the voices, experiences, bodies, and texts of writers that inhabit subject positions historically excluded from, or marginalized within, traditional notions of Canadian literature and its constructions of history, identity, place, and the nation.

This course will take place in an online, synchronous format via Desire2Learn (D2L) and Zoom during the scheduled course meeting times. In addition supplemental course material will appear in D2L and on discussion board. Class recordings will be available for students to consult for 24 hours after the class takes place.

COURSE LEARNING OUTCOMES

Students in this class will have the opportunity to develop the following learning outcomes:

- Map the historical development of BIPOC Canadian literature in relation to changing social, historical, and political contexts
- Critically engage the relationship between BIPOC writing in Canada and the ongoing historical projects of colonization and decolonization
- Think contemporary developments in Canada (Indigeneity, globalization, resistance movements, immigration, national/communal/ individual identity, etc.) through the lens provided by BIPOC authored Canadian literature

- Conduct research and engage with critical theorists, arguments and debates about Canadian literature in collaborative oral, and written formats
- Produce formal, written, critical engagements in essays and other forms

Texts and readings:

Kamboureli, Smaro, ed. *Making a Difference: Canadian Multicultural Literatures in English*. Oxford UP, Second Edition.

Note: This is the only text you are required to buy for this course. The second edition is necessary for the successful completion of work in this class. Short supplemental readings may also be used and, if so, will be made available on or through D2L.

Assignments and Evaluation:

20% Participation Grade

- Students are required to contribute to the discussion boards on D2L for this course. This component is scored out of a possible 12 points. Students receive 2 points for each contribution which can be either a post or a reply to another post. Students are limited to a maximum of 2 points per scheduled reading in this class so that you must respond to a minimum of 6 readings in the class to receive the full 12 points.

Students may make more posts to any discussion board but can score no more than 2 points per reading. Point scoring posts and replies will show evidence of a significant critical engagement with the reading and will be questions and/or comments that demonstrate an awareness of the methods and modes of literary criticism and/or theory discussed in this course. Discussion board contributions can be responses to any prompts given or material discussed in class. They can also be a student's own original comments based on their engagement course material and issues.

This class will meet via Zoom synchronously on Wednesdays during the scheduled course time from 9-11:45am. The Monday course time is set aside for students to participate on the discussion board and/or to consult any supplemental readings or links introduced during the course. Students' contributions and participation is not necessarily limited to this time slot but it is intended to relieve students of the burden of taking extra time out of their own schedule, and to help facilitate meaningful discussion board engagement.

Discussion board calculations for points will take place on Fridays at 11:00pm of the week in which the reading is discussed in class. After these deadlines, students may still contribute or interact with the discussion board for the story, but can no longer score points for discussion board contributions.

20% Midterm Exam #1

- Exam date appears on your course schedule
- Exam material will be indicated in class
- Exam will consist of multiple choice questions that may cover course readings, recorded lectures, and discussion board material
- Time: 75 minutes: 25 questions. Students must complete and submit the exam within 24 hours from the time it is posted and available for students.
- Place: Conducted online through D2L/Quizzes portal
- Note: In the interests of fairness to all students, except for extraordinary circumstances (deemed so by the instructor after consideration of the reason for any such request), exams must be completed in the assigned exam window. Failure to complete an exam in this time frame will result in a score of 0 for the exam. Students are not required to complete all assignments to receive a passing grade in this course.

10% Final Exam #2

- Exam date appears on your course schedule
- Exam material will be indicated in class
- Exam will consist of multiple choice questions that may cover course readings, recorded lectures, and discussion board material
- Time: 75 minutes: 25 questions. Students must complete and submit the exam within 24 hours from the time it is posted and available for students.
- Place: Conducted online through D2L/Quizzes portal
- Note: In the interests of fairness to all students, except for extraordinary circumstances (deemed so by the instructor after consideration of the reason for any such request), exams must be completed in the assigned exam window. Failure to complete an exam in this time frame will result in a score of 0 for the exam. Students are not required to complete all assignments to receive a passing grade in this course.

20% Individual Short Written Assignment (500 words)

- This assignment requires students to use at least one secondary source to extend and expand their critical engagement with at least one writer/text on the course list. The secondary source could be in the form of a critical essay/book on the selected writer or text. The secondary source could also be one available online in the form of interviews,

online videos or speeches by the writer, or other artworks either by the writer or by others that extend and expand your critical engagement with the writer from the course list. This assignment can also be written on a selection from the anthology that is not on the course reading list or discussed in class.

30% Long Written Assignment (Minimum 1500 Maximum 2000words)

- All options must include references to at least two critical secondary sources)

Options:

- 1) Critical Essay option: minimum 6-8 typed, double-spaced pages (12 pt. Times New Roman or Arial font; Approximately 1500-2000 words). Note: this option could follow the format of the short written assignment and work with a secondary source (author interview, speech, or other artwork), to facilitate your critical engagement with the course text.
- 2) Short Story and Critical Explication option: maximum 5-6 pages (750-1250 words) for short story + 3-4 pages (750 – 1000 words) critical analysis of how your story speaks to an issue/thematic commentary produced in a course reading. Your analysis consist of a close reading/explication of both your story and the course reading to support your thesis. All pages are typed, 12pt. double-spaced pages (12pt. Times New Roman or Arial font; Approximately 1750-2200 words total)
- 3) Creative Project: Students may produce a creative project other than a story. This could another genre such as poetry, painting, audio/visual, sculpture, comic, etc. Whatever the project students must produce a maximum 5 page written, critical analysis of how your project speaks to an issue/ thematic commentary produced in a course reading. Your analysis must consist of a close reading/explication of both your story and the course reading to support your thesis.
- 4) Partnered or Group project. This option follows the format of option three but extends it beyond the individual to a partner or a group. With this option students may multiply the length requirements of the above option by the number of members in the group to establish length guidelines. Example: a two person partnered project has a maximum 10 page written explication/analysis section. For a group of four, the written section would be a maximum of 20 pages.

Assignment Information

- There is no Registrar scheduled final exam in this course.
- Students are not required to complete all assignments to receive a passing grade in the course.

- There are no ‘extra credit assignments in this course.
- All assignments must be submitted online through D2L in this course.
- All assignments must be submitted by the due date given. Assignments submitted more than 24 hours after the assigned due date will be considered late.

Assignment Submission Late Policy

Written assignments submitted more than 24 hours after the due date will be considered late. Such assignments will have 3% per 24 hours subtracted from their final percentage grade for the assignment. For example, an assignment that scores 75% and handed in within 24 hours of the due date will not receive any penalty; the same assignment handed in between 24.1 and 48 hours late will receive a penalty of 3% for a total score of 72% for the final assignment grade; an assignment handed in between 48.1 and 72 hours of the due date would receive a penalty of 6% for a final grade of 69%. This scale would continue in the same way for each additional 24 hour period.

Attendance

There is no specific grade for attendance in this course. However, students should understand that each class, in a variety of ways, will develop skills and deliver information needed to learn and acquire the learning objectives for this course and to score effectively on assignments and exams, and that in most cases there is a direct correlation between attendance and the student’s ability to produce a successful educational and grading experience in this course. Class meetings are recorded and available through your Zoom portal on D2L.

Participation

The participation grade in this course in this course consists of specific contributions to the Discussion Board in D2L. However, students should be aware that student participation in various ways (questions, comments, discussions, debates, arguments, presentations etc.) will be a key feature and an important tool to facilitate student success in this course. Students are encouraged, but not required, to speak in class and effective participation can be just as much the act of attentive, engaged listening and thoughtful consideration as insightful speaking. Since our readings will lead us into a wide range of critical investigations of social, cultural, historical, aesthetic and political issues, and since the class is a relatively large, diverse group of human beings with different ideas, opinions, arguments and positions on the issues and ideas the stories present, this course will proceed with a fundamental tone of respect, tolerance, and thoughtful consideration of the ideas of others (the instructor for students, students for the instructor, and students for each other). This guiding tone of respect does not mean that ideas, opinions, and arguments, expressed by students or instructor, cannot be challenged and debated from other positions and through different arguments. Indeed this can and should be an interesting and

engaging aspect of our course. It means that when we disagree we try to persuade others through offering a more convincing argument. When students engage this sort of participation they further develop skills required to produce success on assignments and exams. This is one key reason for why, in most cases, there is a direct implicit correlation between participation and the student's ability to produce a successful experience in this course. In addition, participation is one component used at the end of the course "when rounding upwards or downwards when the average of term work and exams is between two letter grades."

*LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

** For online, remote or blended courses:*

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:

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

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

Include information on the use of internet, laptops and devices during course activities.

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

The instructor will record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Grading system:

All assignments will receive a numerical grade, to be converted to letter grades using the following scale:

90 + %	A+	4.0	67 – 69.99 %	C+	2.3
85 – 89.99 %	A	4.0	64 – 66.99 %	C	2.0
80 – 84.99 %	A–	3.7	60 – 63.99 %	C–	1.7
77 – 79.99 %	B+	3.3	55 – 59.99 %	D+	1.3
74 – 76.99 %	B	3.0	50 – 54.99 %	D	1.0
70 – 73.99 %	B–	2.7	0 – 49.99 %	F	0

The University of Calgary's four-point Grading System, as described in the Calendar will be used in this course. <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>

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)

Please note that, according to the University Calendar (F.1) <https://www.ucalgary.ca/pubs/calendar/current/f-1.html>, instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.