



**FACULTY OF ARTS  
Department Of English**

**COURSE OUTLINE**

**ENGL 520: COMMUNITY ENGAGEMENT THROUGH LITERATURE**

**Winter 2022**

**Wednesdays 15:45-17:00 (classroom portion: SS1114 & Zoom for January)**

**W 17:30-:18:30; TH 17:00-18:00; F 14:00-15:00; or F 15:30-16:30 by assignment (CPL portion:  
MS Teams)**

<b>Instructor</b>	Dr. Anthony Camara
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<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	Mondays 12:00-1:00pm SS1110 and via Zoom in January

**Course description:**

This course will combine classroom and community-based learning in partnership with the Calgary Public Library (CPL) "Creative Writing Club" program. Students will meet weekly in a seminar classroom setting (virtually in January and in-person thereafter, if conditions permit) to examine and discuss assigned readings on service learning and community engagement. Once a week, students in teams of three or four will work in a community partner workshop setting (via MS Teams; there is a possibility for in-person pilots later in the term, if conditions permit), bringing their expertise and interest in literature to support students in grades 5-9, fostering better study habits, and encouraging success in English Language Arts through creative writing activities. Students will be encouraged to actively test out possible approaches for engaging young persons in creative writing activities, drawing inspiration from 826 National, YouthSpeaks, and other resources discussed in class. Students are expected to be positive mentors and role models. This is a pilot program for the Library, so students in ENGL 520 will have the opportunity to shape how the program works by offering valuable feedback to the Library on the program's strengths and challenges.

**Course learning outcomes:**

1. Explore and enact practical ways that knowledge gained in the study of literature and practice of creative writing might serve the community;
2. Critically reflect on the relationship between literary study and public service (includes meta-cognitive evaluation of training in literary studies and its relevance to "real-world" situations);
3. Understand, critically assess, and apply critical terminology and/or theories of service learning, community and civic engagement, and public humanities;
4. Develop skills for designing, delivering, and evaluating community-based programming;

5. Establish leadership and mentorship practices through hands-on experience in community settings;
6. Comprehend, develop, and bolster practices of civic engagement;
7. Cultivate and model participatory practices (especially creative writing) in a collaborative learning community with members within and beyond the classroom;
8. Collaboratively produce and share experiential knowledge with key stake holders;
9. Better understand, critically reflect on, and learn to negotiate the formal and informal structures of public institutions and their modes of serving diverse communities;
10. Activate communication skills (oral and written) in a variety of contexts with particular concern for cultural differences and social inequities.

### **Texts and readings:**

All required readings are available via D2L. A reading schedule will be posted on D2L before the first day of class.

### Required Reading:

- Ahmed, Sara. "Use and the University." *What's the Use: On the Uses of Use*. Duke University Press, 2019, pp. 141-196.
- Berubé, Michael et al. "Community Reading and Social Imagination." *PMLA*, vol. 125, no. 2, 2010, pp. 418-25.
- Butler, Johnella E. "Democracy, Diversity and Civic Engagement." *Academe*, vol. 86, no. 4, 2000, 52-55.
- Cowell, Pattie. "Practicing Democracy: Early American Authors in Twenty-First-Century Communities." *Early American Literature*, vol. 40, no. 2, 2005, pp. 363-69.
- Fisher, Daniel. "A Typology of Publicly Engaged Humanities."  
<https://humanitiesforall.org/essays/five-types-of-publicly-engaged-humanities-work-in-u-s-higher-education>
- Grobman, Laurie, and Roberta Rosenberg. Introduction. *Service Learning and Literary Studies in English*, Modern Language Association, 2015, pp. 1-39.
- hooks, bell. "Teach 3: Talking Race and Racism" and "Teach 4: Democratic Education" in *Teaching Community: A Pedagogy of Hope*. Routledge, 2003, pp. 25-40 and pp. 41-49.
- "Introduction" and "Essentialism and Experience" in *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, 1994, pp. 1-12 and pp. 77-92.
- Hunter, Susan and Richard A. Brisbin Jr. "The Impact of Service Learning on Democratic and Civic Values." *PS: Political Science and Politics*, vol. 33, no. 3, 2000, pp. 623-26.
- Mitchell, Tania D. "Using a Critical Service-Learning Approach to Facilitate Civic Identity Development." *Theory into Practice*, vol. 54, 2015, pp. 20-28.
- Mitchell, Tania D., et al. "Service Learning as a Pedagogy of Whiteness." *Equity & Excellence in Education*, vol. 45, no. 4, 2012, pp. 612-29.
- Moore, Tami L. "Community as Classroom." *Community-University Engagement: A Process for Building Democratic Communities*, ASHR: Higher Education Reports, 2014, pp. 39-63.
- Smith, Sidonie. "The English Major as Social Action." *Profession*, vol. 2010, no. 1, pp. 196-206.

Recommended Reading: 826 National's *Don't Forget to Write* (2011) and *Stem to Story* (2015)

**Learning technology requirements:**

Students will need to have access to a laptop computer or smartphone in class time and for the CPL component. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](http://d2l.ucalgary.ca)), and CPL programming will run via MS Teams (training provided in class).

**Assessments and Evaluation:**

60% Short Papers (4 in total, 15% each)

20% Oral Team Presentation

20% Final Paper

Four short papers that offer critical reflection on any one of the following: the volunteer experience; assigned reading; an activity developed and tested for use in the “Creative Writing Club” sessions with an evaluation of its success. Each paper is worth 15% and should be 500-750 words in length. Papers must be submitted to the instructor electronically via D2L. Papers will be shared with the class on D2L (without the instructor’s comments/grade) unless the student specifically asks for the paper to be withheld. Two papers must be submitted before the end of the seventh week of class, and all must be submitted before the last day of class.

Oral Team Presentation: will be prepared and presented jointly by each student team, at a final wrap-up session that will take place via Zoom during the first week of the exam period. The presentations should include a summary reflection and critical assessment of the “Creative Writing Club” pilot program and the volunteer experience as well as suggestions for future practice. Students must be prepared to discuss their reports at the Zoom session and to give feedback to others’ informal presentations. The presentation and wrap-up session participation will be worth 20% of the course grade.

Final paper: each student will write a seven-page research paper using MLA citation which draws on their volunteer experience *and* the readings engaged in class discussion, to examine the value of community engagement courses in an English undergraduate degree. The paper, worth 20% of the course grade, will be submitted electronically via email to the instructor no later than April 15th 2022.

Assignments submitted after the deadline will be penalized with the loss of 10% for each calendar day (not class meeting) that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

Assignments must adhere to MLA style guidelines (most recent edition). Please refer to *MLA Handbook for Writers of Research Papers*, and/or the online outline of MLA format at <http://owl.english.purdue.edu/owl/resource/747/01/>

**Additional Regulations:**

- It is necessary to complete all course assignments in order to receive a passing grade.
- There are no extra credit assignments.
- Make-up assignments, excused absences, and extensions will only be issued by the instructor in the event of extenuating circumstances.
- If the course is to be worthwhile, students must come to the in-person and Zoom sessions prepared to engage with the texts, their fellow classmates, and the instructor. Therefore, students should complete all assigned readings before these sessions and have all the relevant texts at hand. To prepare for sessions, students are advised to read actively at home by annotating their books and making a list of questions and compelling ideas as they progress through the course readings; then, they can then draw from these lists during the sessions.
- Assignments will be submitted to the instructor via D2L Dropbox by the end of the day that they are due. The late penalty for assignments is 10% per day, which includes weekends and holidays. Note that late assignments will receive little, if any, feedback. Assignments more than four days late will not be accepted.
- If any extenuating circumstances arise which prevent a student from attending a session or turning in an assignment, it is the student's responsibility to contact the instructor as soon as possible so that proper arrangements can be made in the way of a make-up activity or assignment.
- Students should retain a copy of all assignments in the event that a technical glitch occurs while uploading. This goes for all assignments, from reflection to final papers.
- There will be no Registrar scheduled final exam in this class but students are expected to be available up to and including the first week of exams (April 19<sup>th</sup>-22<sup>nd</sup> 2022) when the final presentations to CPL and university stakeholders will likely take place.

**Attendance and participation expectations:**

As this is an experiential and community-engaged learning course, attendance and active participation in both classroom-based and community-based components of the course is essential and expected. This goes for both virtual and in-person sessions. Although there is no participation grade, all graded assignments fundamentally depend on students' active and ongoing participation in both classroom and community components of this course. Consequently, please come to seminar having read the assigned works on the syllabus and ready to participate. Likewise, be prepared to meaningfully interact with workshopers and successfully execute your lesson plans whenever you attend the workshops.

**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>

**Policy on use of electronic devices:**

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's [Internet and email use policy](#).

**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 Zoom link and password can be accessed by students on the D2L page, under “Communications” menu and “Zoom” submenu.

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 (see the 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/>

If you are unable to attend a Zoom session (and this goes for in-person sessions as well), please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may 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:

Grading in this course is based on a combination of percentages and letter grades according to the department's standardized percentage conversion scale.

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

- 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 far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- There is no D- grade.
- Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course).

### Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

### 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](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

**Grade appeals:**

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at [engl@ucalgary.ca](mailto:engl@ucalgary.ca). Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

**[English Department Website:](#)**

For more information about courses, programs, policies, events and contacts in the Department of English.

**Scribe and Muse Club for English Students:**

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

**Writing support:**

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

**[Academic regulations and schedules](#)****Student Academic Accommodations:**

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

**Program Advising and Student Information Resources** is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)  
Website: <http://arts.ucalgary.ca/undergraduate>

**Instructor's Intellectual Property**

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**Sexual violence policy:**

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**Other important information:**

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

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

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.