

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE
ENGL 201-16 Approaches to Literature
(Aboriginal Student Access Program):
Centering Indigenous Experience & Epistemologies

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Sessions: T/R 11:00 – 12:15pm ST 059

Office Hours: T/R 12:30-2:30pm and by appointment

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 Indigenous experiences, characters, landbases, culture, and languages (both tribal and “Red English”). We will seek to create conversations highlighting how Indigenous *epistemologies* (methods and knowledges) influence how we think 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 Indigenous knowledges, places/landbases, gender, and as a reflection of specific historic movements and moments.
- Students will reflect on connections between Indigenous *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 hard copy of all assignments is expected in class on the due date along with a digital copy 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 Texts¹:

Gurba, Myriam. *Painting Their Portraits in Winter: Short Stories*. San Francisco: Manic D, 2005. Print

King, Thomas. *The Truth about Stories: a Native Narrative*. Minneapolis, University of Minnesota Press, 2005.

McDougall, Brandy Nālani. *The Salt-wind = Ka Makani Pa 'akai*. Honolulu, HI: Kuleana 'Ōiwi, 2008. Print.

Nicholson, Hope. *Moonshot: the Indigenous Comics Collection*. Canada, Alternate History Comics Inc, 2015.

Wagamese, Richard. *Indian Horse: A Novel*. Vancouver, BC: Douglas & McIntyre, 2012. Print.

Online Texts²:

Alfred, Taiaiake, and Jeff Corntassel. "Being Indigenous: Resurgences against Contemporary Colonialism." *Government and Opposition*, vol. 40, no. 4, 2005, pp. 597–614. PDF

Powell, Malea. "Rhetorics of Survivance: How American Indians Use Writing." *College Composition and Communication*, vol. 53, no. 3, 2002, pp. 396–434. PDF

¹ All texts may be purchased the UC Bookstore. However, as your professor, I encourage you to select a method of purchase that is most economically reasonable for you including but not limited to: amazon; kindle e-books; used books from online vendors.

² These PDF and digital media texts are uploaded and/or hyperlinked in the online version of your syllabus.

Prud'homme-Cranford, Rain, and Johnnie Jae. "Indigenous Futurisms: IndigeNerds & A Tribe Called Geek." *YouTube*, OhoyoCreole, Dec. 2016, www.ohoyocreole.com. YouTube.

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 5%
- 2) Short Narrative Paper: Each student will write a 3 page personal narrative reflection paper connecting to one or more of the following concepts: memory, land, family, or gender- inspired and in conversation with the readings from class. Full assignment instructions will be provided 10%
- 3) 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. 15%
- 4) 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 15%
- 5) 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 25%
- 6) 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%

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)

Participation

Participation as university scholars working together to better our understanding of the writing and critical literary criticism process is imperative to learning and mastering the process 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. 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.

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.

All papers completed outside of class must be typed and must meet these guidelines:

- Times New Roman 12 point font
- Double-spaced
- 1" margin on all sides
- On the first page in the upper left corner, you must type your name, the class and section number, my name, the unit name and/or number, and date (ex. 23 Aug 2010)
- A centered title
- Header with your last name and page number on all pages except the first page
- MLA format

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.)

Final Exam Information: There is a Registrar scheduled final exam in this course. Term examination dates are available at the following address:

<http://www.ucalgary.ca/registrar/node/1971> Students must be available for examinations up to the last day of the examination period: 4/15-4/26/2017.

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.*

Conferences

You will be required to attend a **mandatory conference** with me this semester. However, I strongly encourage you to meet with me often in order to review and discuss your drafts and final papers before they are due. I am available during office hours, however scheduling an appointment even during office hours are recommended so as not to conflict with meeting times of other students. If my regular office hours do not work for your particular schedule, I can usually meet with you at a different time if needed OR offer phone conferences.

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-2-1.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 <http://english.ucalgary.ca> . 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>

Native Centre University of Calgary: The Native Centre at the University of Calgary hold the mission of “to provide a culturally appropriate environment that encourages and supports the success of Aboriginal students in their pursuit of knowledge and higher education.” The Native Centre is located on the 2nd floor of the Union. The Native Centre offers academic, personal, and cultural support programs, services, and recommendations for FNMI students while offering a community space for Indigenous Peoples on campus. nativecentre@ucalgary.ca; <https://www.ucalgary.ca/nativecentre/>

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>

Guidelines on e-mail Etiquette: <http://www.enough.utoronto.ca/computeruse/eetiquette.htm>

Library and Research Support: Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: christie.hurrell@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 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: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at 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/>

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: <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). 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/>

Department of English Statement on Principals 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.

THE INSTRUCTOR RESERVES THE RIGHT TO ADD OR AMEND TO THIS SYLLABUS OR SCHEDULE AT ANYTIME

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

Weekly Schedule*

Week1 01/09: M: Introduction: Syllabus, Native Story vs Western Story/ How We Write
Discussion: Introduction to vocabulary; PPT Rhetorical Reading/ Rhetorical triangle
PPT Rhetorical Cannon

Week 2 01/16:

The Truth about Stories: a Native Narrative -King

Week 3 01/23:

The Truth about Stories: a Native Narrative -King

Week 4 01/30:

Indian Horse: A Novel - Wagamese

Week 5 02/06:

T: Lecture: MLA Format/ *Indian Horse: A Novel* - Wagamese

R: Short Narrative Paper Due

Week 6 02/13:

“Being Indigenous: Resurgences against Contemporary Colonialism”- Alfred & Corntasell

Test: Vocabulary & Concepts Test

Week 7 02/20:

T: Midterm

R: *Painting Their Portraits in Winter: Short Stories* —Gurba

Week 8 02/27:

Painting Their Portraits in Winter: Short Stories —Gurba

Week 9 03/6:

T: *Painting Their Portraits in Winter: Short Stories* —Gurba

R: Lecture Logic and Constructing Arguments; Citation and Explication

Short Close Reading Paper Due

Week 10 03/13:

The Salt-wind = Ka Makani Pa 'akai- McDougall (selections)

Week 11 03/20:

T-Wrap-up *The Salt-wind = Ka Makani Pa 'akai*- McDougall

R-“Rhetorics of Survivance: How American Indians Use Writing”- Powell

Week 12 03/27:

Moonshot: the Indigenous Comics Collection- Nicholson

Watch: “Indigenous Futurisms: IndigeNerds & A Tribe Called Geek.”- Jae & Prud'homme-Cranford

Week 13 04/03:

Review for Final

Mandatory Conferences for Final Paper

Week 14 04 /10

Assignment Final Papers Due

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