UNIVERSITY OF CALGARY

FACULTY OF ARTS
Department Of English

COURSE OUTLINE

ENGL 520: COMMUNITY ENGAGEMENT THROUGH LITERATURE
Fall 2021
Wednesdays 15:45-17:00 (classroom portion: Zoom)
W 17:30-:18:30, Th 17:00-18:00, or Friday 15:00-16:00 by assignment (CPL portion: MS Teams)

Instructor	S. Forlini
Email:	sforlini@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Wednesdays 13:00-14:00 on Zoom

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 formal virtual classroom setting 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 setting (via MS Teams), 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. 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 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 group problem-solving strategies) 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 Leganto through 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, Johnnella 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), 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 October 15, and all must be submitted before December 1.

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 ten-page paper, drawing on their volunteer experience *and* the readings engaged in class discussion, to discuss 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 December 22.

Assignments submitted after the deadline will be penalized with the loss of 5% 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/**

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 when the final presentations to CPL and university stakeholders will likely take place.

<u>Students must complete all assignments in order to receive a passing grade in this class.</u>

There are no extra-credit assignments in this course.

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. 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.

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.

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.

- In borderline cases, rounding up or down for final grades can happen at the instructor's discretion. Generally, grades will be rounded up or down based on the student's overall performance 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. 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.

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
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.

Research Ethics [delete section if not applicable]
- If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.
- If students are going to be used as research subjects or expected to conduct research (such as interviews), a statement about this expectation must be included. Please note that if you plan to have students conduct research for class, you must get ethics approval for the course.

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.