



UNIVERSITY OF
CALGARY
FACULTY OF ARTS
Department of English

COURSE OUTLINE

English 335: Reading Like a Writer
Winter 2022
Tuesday/Thursday, 15:30 to 16:45, SA 119
On-line until in-person attendance returns
While we are on-line we will work on ZOOM

Topic: ENGL 335 L01 - (Winter 2022) - Creative Writing and Reading Like a Writer
Every week on Tuesday, Thursday until in-person classes return
Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

https://ucalgary.zoom.us/meeting/tJYtcuyhqDkjHNBiOeNOdrMKveoFKzsns0BL/ics?icsToken=98tyKuCqrj4vE9KXuR-DRowQAo_4Z_PwvnpEgo1_ITDgLQ9XcC7dIOdNFJIIA9bD

Join Zoom Meeting

<https://ucalgary.zoom.us/j/92055962964>

Meeting ID: 920 5596 2964

Passcode: 331656

Instructor	Professor Aritha van Herk
Email:	email@ucalgary.ca
Web Page:	D2L (access via MyUofC portal) https://d2l.ucalgary.ca/d2l/home/425291
Office Hours:	Available for in-office consultations, 14:00 – 15:00, Tuesday and Thursday. Happy to set up Zoom meetings by arrangement.

Office: SS 1132

E-mail: vanherk@ucalgary.ca

I check e-mail regularly, usually within 48 hours; however, do not expect me to reply to a query within minutes.

Office hours: 14:00 – 15:00, Tuesday/Thursday

(After in-person university attendance returns)

Twitter: @maverickcalgary

Homepage: <http://english.ucalgary.ca/profiles/aritha-van-herk>

Course description:

English 335 is a course focused on reading and researching from a writerly perspective, with the aim of enhancing creative skills, and as an early but important step in the development of a sustained writing practice. Many writers are nervous about being “influenced,” and so fail to understand that reading/looking with the eye of a writer, and paying attention to primary and secondary research, as well as form and structure, diction, language, and discernment, is key to building a strong foundation for creative success.

This course requires that students write creative work impelled by and in concert with reading and research; it focuses on structural elements and their specific deployment, undertaking explorations in how reading and research enable writers to engage with both process and form in their writing. This is a foundational class, but flexible in its appreciation of multiple creative approaches. The reading/research that you will undertake is not didactic but is intended to spark, enhance, and elevate the writing that you will produce. Students should be prepared for focused and ongoing work. The course is conducted as a seminar, with students expected to complete assignments promptly, and to keep up with a heavy workload. Primary and Secondary research with library resources will be part of students’ engagement.

As part of the participation grade, outlined in the assessment components section below, regular attendance, either in person, or online, is expected. Students must be fully present and engaged, and should be prepared to discuss the reading, research, and writing, having read assigned material, with eloquence and wit.

Obviously, you must not attend an in-person class if you are ill, if you have even mild symptoms, or if you have come into close contact with someone who has tested positive. This absence will have no adverse effect on a student’s participation grade.

This class requires that students read ALL the course texts.

Students will not be writing in class but will take part in experiential exercises in tandem with the research related to the primary and secondary work that is part of the course.

This course encourages students to develop their creative writing practice. Yes, it is fun. Yes, it is a lot of work. Plan ahead, using the Class Schedule.

Course learning outcomes:

Upon successful completion of this course, students will be able to:

1. Read texts with creative discernment.
2. Undertake targeted creative research in contemporary, literary, and historical areas.
3. Write persuasive and original prose and/or aesthetically pleasing poetry.
4. Recognize and eradicate clichés in writing.
5. Deploy a range of research skills to investigate locality, place, and identity.
6. Demonstrate knowledge of cross-cultural differences when working with textual materials.
7. Write more precisely, succinctly, and grammatically.

Texts and readings:

The Uncommon Reader, by Allan Bennett (available virtually)

An Autobiography of the Autobiography of Reading, by Dionne Brand

Calgary Through the Eyes of Writers, by Shaun Hunter

Selected Organs: Parts of an Autobiography, by bpNichol (archived,

<http://www.bpnichol.ca/sites/default/files/archives/document/Selected%20Organs%20PDF.pdf>)

Indian Horse, by Richard Wagamese

Archival and library research, as per Research Adventure.

Learning technology requirements:

Because we are going to be on-line until at least the end of January, please be prepared to work online via ZOOM.

The D2L site for this course contains all relevant class resources and materials.

In order to successfully engage with your learning experience at the University of Calgary, students taking this course will need to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates, for the library research component. Computers are bookable at the library.
- 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.

Assessments and Evaluation:

Students will be graded on their writing, their reading acumen, on written analyses, and on class engagement and verbal eloquence. Participation and critical acumen (including literary range and formal awareness) will be evaluated as well.

Constraints:

Resist a writing/reading focus on genre writing, meaning fan fiction, crime, zombie, fantasy, horror, romance, science fiction or inspirational writing. This is a course in reading as a writerly activity to stretch **literary** muscles.

Grades and Assignments

2 short assignments worth 15%, each of which undertakes a different element of reading.

Assignments will be posted well in advance of due date.

(600 – 750 words each)

Creative writerly analysis of form/structure (1000 words): 20%

1 final well-crafted capstone creative response (1500 words): 35%

Class participation: 15%

Percentage Breakdown:

Each short assignment is worth 15%:	30%
Creative writerly analysis of form/structure:	20%
Class participation: (Based on oral participation, and demonstrated preparation throughout the course)	15%
Capstone creative/critical response:	<u>35%</u>
	100%

There are no opportunities for extra credit in the course.

There is no FINAL EXAM in this course.

As per Calendar Section E.3, attendance is included in your participation grade:

<http://www.ucalgary.ca/pubs/calendar/current/e-3.html>

If you miss a class or a component of participation due to illness or COVID isolation, please contact the professor.

ALL assignments must be completed to pass the course.

There is **NO** final exam in this course.

Assignments must be submitted electronically to my e-mail address (vanherk@ucalgary.ca) in word.doc format by the date indicated in the class schedule. They are due at 15:30 (the beginning of class).

Name your doc with your last name, then 335, then the number of the assignment, then your student ID. For example: van Herk, 335, #1, student number. Do NOT use your first name, and do not deviate from this order.

Assignments should be double spaced, and should employ a clear simple type, in font size 12. Assignments submitted after the deadline will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue.

Your final grade will consist of an evaluation of all the work you hand in. All written assignments (reading and writing) are graded (using the letter system) and returned to you. Your engagement and verbal contributions are part of your participation grade. The capstone assignment should demonstrate textual awareness in consideration of its creative approach.

Following is a broad description of how grades for creative work are derived:

A-/A/A+ range (4): Consistently exceptional work

Use of language is concise and precise; figures of speech are imaginative and original; the content is interesting, the approach is original and acutely aware of form, as well as being analytically adept. **A+ is a grade earned only in very rare instances.**

B-/B/B+ range (3): Consistently good work

The approach is solid but could use more refinement or development. While the writing would benefit from more revision, it employs in some part a heightened use of language, and an interesting perspective or point of view. Word choice and description are generally exact and thoughtful.

C-/C/C+ range (2): Consistently average work

The writing and analytical approach are satisfactory, but work relies on ordinary use of language, and is not innovative. While promising, writing needs more work and greater focus. Images or formal awareness are sound but may verge on the clichéd and predictable. Vocabulary is adequate but limited.

D (1): Minimal pass

The work shows some effort but is carelessly constructed and is not well-written or thought out. Use of language is undistinguished and clichéd; ideas are ordinary.

F: No Credit

Work shows no effort; no work has been done at all or work is perpetually late.

The University of Calgary's official four-point Undergraduate Grading System, as described in the Calendar (<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>), will be used in this course.

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)

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

Conduct and Integrity:

Although we are understandably affected by the current pandemic, students are 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>

Academic or non-academic misconduct will NOT be tolerated. Every text that you send, every comment that you make (on ZOOM, on D2L, or in Chat) is public, not anonymous, and is part of your university record. Inappropriate comments of any nature will be followed up with corrective action. Racist, sexist, homophobic, transphobic or any other prejudicial comments will be called out and dealt with appropriately.

Masking:

To promote a healthy and safe learning, environment in accordance with Alberta Health requirements, face masks must be worn in **all indoor areas** on University of Calgary campuses. You will be asked to leave class if you are not masked.

<https://www.ucalgary.ca/risk/emergency-management/covid-19-response/covidsafe-campus/masks>

Policy on use of electronic devices:

The use of laptops and mobile devices should be used in a manner appropriate to the course and class activities. Please refrain from accessing websites and resources that may be distracting to you during class time. You are not to take screen shots, surf the net, text message your friends, play games, or do assignments for a different class. Cell phone notifications are to be turned off during class; please do not entertain us with dings and ring tones. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

We are all at the mercy of social networking, cell phones, text messages and e-mail, but in this class, we need to concentrate on reading and writing.

Once in-person, we will be in a wireless-access classroom. You may take notes and work on a laptop in class. You are to use your device as a tool to accompany the context of what we are learning and discussing.

You are **NOT** to surf the net, text message your friends, play games, or do assignments for a different class.

Cell phones are to be turned **OFF** in class.

Food, Drink, etc.:

Students may drink coffee or water or juice in class, but I would request no consumption of food.

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.

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.