



COURSE OUTLINE		
TERM: Fall 2023	COURSE NO: ENGL 191	
INSTRUCTOR:	COURSE TITLE: Creative Writing: Contemporary Practices	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), x^wməθk^wəyəm (Musqueam), shíshálh (Sechelt), Sḵwḵwú7mesh (Squamish), and sə́lílwətaʔt/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through online or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

See information on the English Diagnostic Test in the Registration section of the University Calendar.

CALENDAR DESCRIPTION

In this course, students develop their writing craft by writing and workshopping in multiple genres while studying contemporary practice. All sections of ENGL 191 involve creation of writing through prompts and exercises, editorial feedback through a variety of means, the curation of a substantial electronic portfolio with an artist statement, and a focus on writing "the series," or long project. This project will provide students with the skills needed to research and write a coherent and comprehensive serial or longer form work, which will form a significant portion of the curated ePortfolio.

COURSE NOTE

ENGL 191 is an approved Culture and Creative Expression course for Cap Core requirements. For the focus of the course each term, see the "Courses" page on the English Department website.

REQUIRED TEXTS AND/OR RESOURCES

A blank journal for in-class writing activities. The course may use a published anthology or coursepack. Specific works will vary depending on the instructor and term.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Employ editorial vocabulary in the analysis and critique of student writing and literature through oral and written communication and collaboration.
2. Identify diverse forms of writing which operate in relation to community, history, and citizenship.
3. Engage in creative processes including conception, investigation, writing, critique, and revision.
4. Interpret diverse literary forms from multiple perspectives (e.g. artistic, historical, political, literary, theoretical).
5. Recognize the limited, exclusionary, and colonial nature of the literary canon. Attend to the important work that has been done to critique, expand, and diversify the canon.
6. Examine literary traditions and the influence of systemic racism, colonization, and heteropatriarchal power structures in shaping literary cultures.
7. Reflect on the development of their writing in the context of the course and apply this learning to the curation of a professional electronic portfolio.

Students who complete this Culture and Creative Expression course are able to do the following:

1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis.
2. Identify, analyze, and critique the element of a form of expression using its specific vocabulary.
3. Explain the significance of diverse forms of human creative expression, specifically including indigenous forms.
4. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).

COURSE CONTENT

The content and week-by-week breakdown of the course will vary by term and instructor. The following is an example.

Week 1: Introduction & collaborative prompts

Week 2: From micro-memoir to fragmenting archives

Excerpts from Beth Ann Fennelly's *Heating & Cooling* and Jordan Abel's *Nishga* (course pack)

Week 3: Biofiction

Excerpts from Fred Wah's *Diamond Grill* (course pack)

Week 4: Nonfiction via direct address

Excerpts from David Chariandy's *There's Something I've Been Meaning to Tell You*, Therese Marie Mailhot's *Heart Berries*, and Cheryl Strayed's *Tiny, Beautiful Things*.

Week 5: Small group workshopping

Week 6: From autofiction to wonderwork

In-class introduction to key concept from Daniel Heath Justice (wonderworks). Excerpts from Sheila Heti's *How Should a Person Be?* And Tanya Taqak's *Split Tooth* (course pack).

Week 7: Short-form fiction

Short stories by Carleigh Baker and Kelly Link (course pack)

Week 8: Hybridity & experimental modes

In-class introduction to key concepts from Homi Bhabha (hybridity, third space); Wayde Compton's "The Front: A Reverse-Chronological Annotated Bibliography of the Vancouver Movement Known as 'Rentalism'" (course pack)

Week 9: Small group workshopping**Week 10:** The poetry of place

Selections from *The Revolving City* (course pack, see eLearn).

Week 11: Tidalectics, poetics, possibilities of form

In-class introduction to key concept from Kamau Brathwaite (tidalectics); selections from *The Revolving City* (course pack, see eLearn).

Week 12: Editing, consultations & peer workshopping**Week 13:** Course Review and readings/performances**Week 14-15:** Final Exam period**Content Warnings**

The readings and lessons in this course are designed to challenge and transform your thinking and to help you develop your capacities for engaging critically and empathetically with the world around you. At times, course materials may contain potentially triggering content for some students. In the interest of creating safer spaces for all members of our university community so that everyone's learning can flourish, instructors and students will aim to provide content notes ahead of time and will encourage everyone to communicate any specific concerns they might have.

Also, please note that questioning our social conditioning, assumptions, or privileges may make us uncomfortable at times, but doing so is a vital part of collective learning and self-growth. While students may feel uncomfortable when engaging with certain course materials or class discussions, they should not be made to feel unsafe. In order to create a supportive classroom environment, it is vital that we all respect each other's privacy, boundaries, and identities.

EVALUATION PROFILE

Written Exercises*	10 – 40%
Quizzes	0 – 10%
Midterm Portfolio	20 – 35%

Final ePortfolio	20 – 35%
Participation**	10%
Total	100%

*No single assignment to be worth more than 35% of the final grade

** Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking; and participating in all activities with an open and inquisitive mind.

ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus for a more detailed breakdown.

Written Assignments

This course will include a combination of short written assignments (e.g. writing prompts, in-class and out of class exercises, critiques, reading responses, etc.)

Tests and Quizzes

This course may include quizzes (e.g. pop quiz, reading quiz). The format of the quizzes will be determined by the instructor.

Portfolios

This course will include a portfolio component, including a final ePortfolio that includes an artist statement. Detailed instructions will be provided in class.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs, etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

This course is built around an active classroom component. Attendance in all class meetings is therefore strongly advised. Students not attending class regularly will be at a considerable disadvantage. Official university policy on attendance is found in the calendar.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only.

Online Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)**Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

Equity, Diversity & Inclusion

Treating everyone with respect and compassion is a responsibility we all share in creating an inclusive environment that is conducive to learning. Our diverse backgrounds, identities, experiences, languages and learning styles should not only be respected in the classroom but also celebrated as a source of expanding our understanding of other people and, in turn, our capacity for empathy. Students and instructors are expected to cultivate open-mindedness and remain aware of, and sensitive to, the diversity of identity and experience in our university community.