CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: Fall 2025	**COURSE NO:** ENGL 298	
INSTRUCTOR:	**COURSE TITLE:** Writing Lives I	
OFFICE: **LOCAL:** **E-MAIL:** @capilanou.ca	**SECTION NO(S):**	**CREDITS:** 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil̓wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwitulh (Tsleil-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
ENGL 190 or ENGL 191

CALENDAR DESCRIPTION
This is the first of two Writing Lives classes, in which students learn from Indigenous narratives and histories, before working with a residential school Survivor to produce a memoir of their lives. In ENGL 298, students learn from Indigenous literature/orature as well as Indigenous-settler history to develop methods and protocols for building a respectful, sensitive, Survivor-centered writing relationship. ENGL 298 serves as preparation for a second term's course (ENGL 299), when students meet regularly in small groups with a Survivor to co-create their memoir.

COURSE NOTE
ENGL 298 is an approved Culture and Creative Expression course for Cap Core requirements. ENGL 298 is an approved Experiential course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES
Required texts may include a selection of readings related to memoir writing, Indigenous literature and past Writing Lives projects, and may include a course pack designed by the instructor. Specific texts will vary depending on the instructor and term.

Some examples include:
- George, *The Fire Still Burns*
- McCall et al., *Read, Listen, Tell*
- Vermette, *The Break*
- Wagamese, *Indian Horse*
- Younging, *Elements of Indigenous Style*

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:
1. Produce diverse forms of writing that operate in relation to audience, community, and society.
2. Interpret diverse genre-specific forms from different perspectives (e.g. artistic, historical, political, literary, scientific, theoretical, multi-lingual, Indigenous).
3. Recognize the limited, exclusionary, and colonial nature of the literary canon and traditional workshop model. Attend to the important work that has been done to critique, expand, and diversify the canon and traditional workshop model.
4. Examine literary traditions and the influence of systemic racism, colonization, and heteropatriarchal power structures in shaping literary cultures.
5. Demonstrate the connection between different modes of writing and the ideas, traditions, and belief systems they engage.
6. Critically reflect on the development of their writing in the context of the course and apply this learning to the creation of a professional written portfolio.

Students who complete this Culture and Creative Expression course will be able to do the following:
1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis.
2. Identify, analyze, and critique the elements of a form of expression using its specific vocabulary.
3. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed.
4. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).

Students who complete this Experiential course will be able to do the following:
1. Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory.
2. Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles.

COURSE CONTENT
Writing Lives is a year-long combination of two co-taught courses ENGL 298 and 299. Each year, students will work together with instructors and Elders to be "intellectually and culturally

inclusive of different ways of knowing and being," to value "courage and vulnerability," and to consider "wholistic measures of success such as connection […] self-reflection and growth" (Wilson and Nelson-Moody Tawxʹsin Yexwulla 51).

In the first term (ENGL 298), students will focus on Indigenous literature (fiction, poetry, and non-fiction prose), with a particular emphasis on 20th and 21st century Indigenous writing on the ongoing history of colonialism and genocide in Canada. In the second term (ENGL 299), students will meet regularly in small groups with their writing partner – a residential school Survivor—in order to record their experiences in memoir format. To this end, students will learn interviewing techniques and will have the opportunity to workshop their drafts in a structured environment with the goal of producing a single, long (25– 50 page) memoir.

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

Week and date
Week 1   Introductions
Week2   The Doctrine of Discovery
Week 3   The Indian Act, Johnson/Capilano stories
Week 4   Athabasca Story
Week 5   Poetry by Leanne Betasamosake Simpson and others
Week 6   History of Residential School, *Indian Horse* by Richard Wagamese
Week 7   *Indian Horse* continued
Week 8   Women in the Indian Act, *The Break* by Katherina Vermette
Week 9   *Terminal Avenue* by Eden Robinson
Week 10   Non-fiction prose by Alicia Elliott and others
Week 11   Interviewing, *The Fire Still Burns* by Sam George and Jill Goldberg
Week 12   IRSSS guest speaker, *The Republic of Tricksterism* by Paul Seesequasis
Week 13   *Tatterborn* by Daniel Heath Justice
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 everyoneʹs 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
The specific details of these assignments will be set, via a process of class consultation, in the first two weeks of the class — the agreed-upon assignments, weights, and deadlines will fit within the parameters outlined here.

- Writing Assignments: 50-90%*
- Presentations: 0-40%
- Participation ** 10%
- **Total:** **100%**

    *No individual assignment may be valued at more than 35% without Dean approval.

    * *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.

Writing Assignments
Writing assignments can include (but are not limited to) creative writing samples or portfolios including creative nonfiction and memoir, prose, poetry, hybrid forms, etc. Writing assignments may also include academic research papers, reading responses, personal reflection and other forms of writing. Some versions of this class may also include a workshop, to develop a vocabulary for sharing work that is valuable to readers and the culture at large. These workshops may be accompanied by written responses in the form of questionnaires or reflections.

Presentations
Presentation assignments can include (but are not limited to) in-class presentations, videos, podcasts or other assignments and may be performed by all students in different capacities. Individual assignments may vary depending on the instructor.

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. Accommodations can be made to honour community needs and traditional practices.

Attendance
Students are expected to attend all classes and associated activities.

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. 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.

DEPARTMENTAL OR PROGRAM OPERATIONAL DETAILS

Diversity, Equity & 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.

AI-Generated Writing

Submitting AI-generated text as your own writing will be treated as plagiarism. In accordance with Capilano's Academic Integrity policy (see above), any use of generative AI tools for work in this class must be authorized by your instructor. Unauthorized use of technological writing tools is a form of cheating. Do not assume all available technologies are allowed.