

COURSE OUTLINE		
TERM: Fall 2025	COURSE NO: ENGL 369	
INSTRUCTOR:	COURSE TITLE: Teaching Writing & Literature	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat7úl (Lil'wat), x^wməθk^wəyəm (Musqueam), shíshálh (Sechelt), Sḵwḵwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

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

COURSE PREREQUISITES

45 credits of 100-level or higher coursework including 6 credits of 100 or 200-level ENGL

CALENDAR DESCRIPTION

This course is designed for all students who wish to learn about some of the philosophies and practices involved in the teaching of reading, writing, revision, and literature. Offering a hands-on, experiential approach to a range of relevant pedagogies, the course will not only equip students for future positions as writing tutors, teachers, and editors, but also help them sharpen their own writing skills.

COURSE NOTE

ENGL 369 is an approved Experiential course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

A selection of texts related to reading, writing, and revision pedagogy, alongside several sample student essays. The course may make use of a published coursepack; an anthology such as Gary Tate et al.'s *A Guide to Composition Pedagogies* (Oxford UP, 2013); a tutoring guide such as Lauren Fitzgerald and Melissa lanetta's *Oxford Guide for Writing Tutors* (Oxford UP, 2015); an open access series such as *Writing Spaces: Readings on Writing*; and/or a style guide such as Gregory Youngen's *Elements of Indigenous Style* (Brush Education, 2018). Pedagogy texts such as Peter Elbow's *Writing With Power*, Paulo Friere's *Pedagogy of the Oppressed*, and Shannon

Leddy and Lorrie Miller's *Teaching Where You Are: Weaving Indigenous and Slow Principles and Pedagogies* may also be useful with regard to teaching practices. Specific texts 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. Contextualize their own reading, writing, revision, and literary analysis practices in relation to established and emerging pedagogies.
2. Consider and reflect on course and assignment design as it pertains to pedagogical choices for contemporary reading, writing, and literature classrooms.
3. Analyze and interrogate historical and contemporary colonial practices in education and reflect on how teachers must address systemic racism and cultural erasure in academic settings.
4. Demonstrate a command of Standard Academic English syntax, grammar, and basic principles of style while simultaneously developing a critically informed understanding of the history and limitations of Standard English and its attendant ideologies.
5. Identify both strengths and areas for improvement in a wide range of sample student writing and mark up written drafts in a meaningful way.
6. Offer sensitive yet constructive oral criticism and concrete suggestions to help others interpret, prepare, and revise their written assignments.
7. Apply the skills learned in a tutoring/teaching context to the improvement of their own reading, writing, revision, and literary analysis practices.

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

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

Week 1	Introductions, Self-Assessments, and Understanding Individual Writer Identity
Week 2	The History of Standard English and Some Decolonial Approaches
Week 3	Introduction to Pedagogical Theories & Contemporary Practices
Week 4	Indigenous Pedagogies, <i>Pedagogy of the Oppressed</i> , and Reflecting on our Educational Journeys
Week 5	Universal Design and Accessible Writing Practices
Week 6	Elements of Writing with Presence and Style
Week 7	Grammar and Syntax Review; Proofreading Symbols, Tracked Changes, and Philosophies and Practices of Revision
Week 8	Review of Documentation Styles & In-class Revision Session
Week 9	Shadowing Week at the CapU Writing Centre

Week 10	Interpersonal Listening & Speaking Module
Week 11	Reporting and Reflecting on the Shadowing Experience
Week 12	In-Class Tutoring Session
Week 13	CapU Writing Centre Practicum Week
Weeks 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 Assignments*	30-40%
Revision & Tutoring Sessions	20-30%
Tests and Quizzes	0-30%
Presentations	0-20%
Participation	<u>0-10%</u>
Total	100%

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

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 and eLearn site for a more detailed breakdown.

Written Assignments:

This course may include a combination of short written assignments (e.g. reading responses, blog posts) and longer assignments such as an extended course reflection. Written assignments may make use of the student's ePortfolio.

Revision and Tutoring Sessions:

After each in-class tutoring and revision session, students will submit their marked-up essays along with a self-assessment of their performance during that session that will meaningfully connect to recent class readings and lessons in writing and revision pedagogy.

Presentations:

This course may require students to lead discussions and/or design short lessons and workshops for their peers.

Tests and Quizzes:

This course may include short quizzes and tests. The format will be determined by the instructor and may include a combination of short-answer and essay questions.

Participation:

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.

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

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.

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.capilano.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.