

Faculty of Arts, Science & Education
Department of Arts and Education
Grande Prairie Regional College
English 1012: Critical Reading and Writing

Forces of Language and Articulation: Reconfigured Identities, Political Change, and Modes of Resistance

Section D23 Tuesday, Thursday 1:00-2:20
Winter 2006

Instructor: H. Davidson
Office Hours: Monday 1:30-3:30
Thursday 11:30-12:30

Or by appointment
Office: C209
Phone Number: 539-2988
E-mail: [hdavidson@gprc.ab.ca](mailto:h davidson@gprc.ab.ca)

Required Texts & Resources:

Kamboureli, Smaro. *Making a Difference*.
Smith, Zadie. *White Teeth*
Chan, Marty. *Mom, Dad, I'm Living With A White Girl*.
Clarke, George Elliot. *Beatrice Chancy*.
Coursepack (available in bookstore).

Grammar Texts:

Diana Hacker. *A Pocket Style Manual* (4th ed.) **(optional but strongly recommended)**

Calendar Description: A study of literature in English, concentrating on works written since 1800, with instruction in writing skills.

Prerequisite: EN 1011

Content Description: The literature covered in this course spans from 1800 to the present day, with the exception of a few earlier texts. We will focus on ways of reading texts, methods of understanding historical, cultural, and political contexts, and working with issues involving the literary canon. We will also look at how authors negotiate literary, historical, and changing ways of claiming the self. The course is organized around key concepts rather than standard literary periods or genres. We will look at traditional, historical, political, cultural, activist, and radical texts, including poetry, plays, short fiction, novels, and essays. Throughout the course there will also be "cultural studies" exercises. These will include analyses of television programs, films, advertisements, space, and songs as a way to demonstrate how reading literature can help you to learn how to "read" the world around you. In all of these textual studies you will be expected to engage in active critical thought and to open yourself to new ideas. In addition to working on skills of thinking and reading, this course will also focus on writing skills. Writing workshops and assignments throughout the course will focus on key grammar concepts, methods of writing, and analytical exercises. These are designed to help you write effective essays, and to effectively articulate yourself in other courses and avenues of life. The assignments in this course will focus on critical analysis and advanced writing skills. Overall, this course will challenge you to become active thinkers and writers, in order to prepare for whatever professional or academic paths you will take in the future.

Course Schedule

Week One:

Jan. 5- **No Class**

Week Two:

Jan. 10- **Politics of Race**

Hayden Taylor, Drew. "Pretty Like a White Boy: The Adventures of a Blue Eyed Ojibway" (CP)

Hughes, Langston. "Air Raid Over Harlem" (CP)

Jan. 12- Lee, Corinne Allyson. "Recipe" 339

Norbese Philip, Marlene. "Blackman Dead" 274

Week Three:

Jan. 17- **"Global" Literature**

Smith, Zadie. *White Teeth* (Archie, p.3-124)

Jan. 19- *White Teeth* (Samad, p.125-264)

Week Four:

Jan. 24- *White Teeth* (Irie, p. 265-414)

Jan. 26- *White Teeth* (Magid, Millat and Marcus (415-542)

Week Five:

Jan. 31- *White Teeth*

Klien, Naomi. "Buying a Gladiatorial Myth" (CP)

Feb. 2- Writing Workshop. No assigned reading.

Week Six:

Feb.7- **Literature as Activism**

Wollstonecraft, Mary. "Introduction to *A Vindication of the Rights of Woman*" (CP)

Rich, Adrienne. "Diving Into The Wreck" (CP)

Feb. 9- Kogawa, Joy. "from *Obasan*" 120

Week Seven:

Feb. 14- Work Provided in Class.

Reading to be announced

Feb. 16- **First Paper Due.** (3-4 pages)

Cultural Studies Exercise (no assigned reading).

Reading Week February 20-24 No Class

Week Eight:

Feb 28- **Violence, Language,**

Resistance

Clarke, George Elliot. *Beatrice Chancy*

March 2- *Beatrice Chancy*

Week Nine:

March 7- *Beatrice Chancy*

March 9- **Short Writing Assignment Due** (1 page)

Brand, Dionne. "from *No Language is Neutral*" 408

Week Ten:

March 14- **Annotated Proposal Due.**

Cisneros, Sandra. "Woman Hollering Creek" (CP)

March 16- **Challenging Notions of the Nation and Multiculturalism**

Bannerji, Himani. "Paki Go Home" 183
"Apart-hate" 187

Dabydeen, Cyril. "Multiculturalism" 249

And please read ONE OF:

Salvadurai, Shyam. "Introducing Myself in the Diaspora" (CP)

Bannerji, Himani. "Geography Lessons: On Being an Insider/Outsider to the Canadian Nation" (CP)

Week Eleven:

March 21- Chan, Marty. *Mom, Dad, I'm Living With A White Girl.*

March 23- *Mom, Dad, I'm Living With A White Girl.*

Week Twelve:
March 28- **Challenging Constructions of Gender**
Mootoo, Shani. “Out on Main Street” (CP)
Kincaid, Jamaica. “Girl” (CP)
March 30- Writing Workshop and Peer Editing (**Draft of Final Paper Due**).

Week Thirteen:
April 4- Cultural Studies Exercise, no assigned reading
April 6- Selvadurai, Shyam. “Pigs Can’t Fly” 508

Week Fourteen:
April 11- Review
April 13- **Final Paper Due.** (5-6 pages)

Statement on Plagiarism:

Calendar Policy Statement, see calendar pages 46-50

The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. Students who are unsure whether a particular course of action might constitute plagiarism are advised to consult with the instructor. The Instructor reserves the right to use electronic plagiarism detection services.

Assignments and Evaluation:

- Short Writing Assignment 15% (1 page) **March 9**
- First Essay 20% (3-4 pages) **Feb. 16**
- Fourth Paper And Final Exam 35% (6-8 pages)
~Annotated Proposal **March 14**
~Rough Draft **March 30**

~Final Product **April 13**

- Presentation 20% **Scheduled by Students**
- Participation and Effort (including attendance grade, grammar assignments/writing exercises, and contribution to class) 10%

All assignments will be marked according to the GPRC ALPHA Grading System

Alpha Grade	4-Point Equivalence	Percentage	Descriptor
A+	4.0	90-100	Excellent
A	4.0	85-89	Excellent
A-	3.7	80-84	Very Good (first class standing)
B+	3.3	76-79	Very Good (first class standing)
B	3.0	73-75	Good
B-	2.7	70-72	Good
C+	2.3	67-69	Satisfactory
C	2.0	64-66	Satisfactory
C-	1.7	60-63	Satisfactory
D+	1.3	55-59	Poor
D	1.0	50-54	Minimal Pass
F	0.0	0-49	Failure

Description of Assignments:

Short Writing Assignment: This assignment is intended to be an opportunity to have you do some writing and get feedback from me in a more freeing format than the standard essay. This assignment is also intended to ensure that you keep up with your reading and the ideas we cover in the course. Details on the format and requirements will be provided closer to the due date of the assignment.

Essays: One of the skills English 1012 will provide you with is the ability to write an articulate, organized, and convincing essay. Remember that over the course of the semester you are building writing and critical thinking skills and that writing is an ongoing process. The first essay will be a short response to a work studied from the beginning of the semester to that point in the course, and will include a creative component and possibly some outside research. The final essay will ask you to compare texts we have studied or are going to study in the course. You will be required to draw on outside sources and research for this essay. You will also be required to submit a draft for in-class peer editing prior to the due date of your final essay. The editing will count towards the grade of your essay. The final essay functions as both an essay and a final exam so you will be expected to use key terms and theories we have covered in the course, as well as to demonstrate critical questioning.

Grammar Assignments: There will be one short grammar assignment in the course, which will be posted on blackboard. The assignment includes readings and quiz questions. You must finish the assignment before the last day of class. This assignment is intended to help you in learning concepts required for your essays. If you do not complete this assignment, significant marks will be deducted from your final grade. Also remember that grammar will be a portion of every assignment mark, so it is in your best interest to know these concepts and spend sufficient effort on the grammar assignment.

Presentation: All students will be required to do one presentation on a concept or text we have covered. Specific details will be provided by the end of the first semester and you will be required to sign up for your presentation in the first week of class in the second semester.

Participation: Throughout the course, you will be graded on participation based on attendance, submission of the grammar assignment/ occasional in-class writing exercises, and contributions to classroom discussion.

Discussions and Course Material:

Class discussion is an excellent way to share ideas, raise questions, and learn from fellow students. I expect all students to make active contributions. This requires that you keep up with your reading and come to class prepared with questions and ideas. I also expect students to be respectful of one another and to recognize that language is very powerful and sometimes potentially volatile so each of us must be aware of one another's sensitivities. The main aspects I want all of you to take away from this class are a greater openness to ideas, greater capacity for critical thought, and an expanded ability for questioning. Some of the course material or discussions may at points challenge your own ideas or comfort levels. I want the classroom to be a safe and engaging space so if at any point you feel challenged in a way that threatens that 'safety' please let me know. In addition though, remember that to be challenged and have to question why we think the way we do or why we make certain assumptions can provide incredible learning opportunities. You may talk to me at any point if you are concerned, but I also ask you to expand your own boundaries of thought and see where that might take you. Learning must be an ongoing process, wherever each of us might be coming from.

Blackboard:

This course has a blackboard site which I will use to post announcements, assignments, useful materials, grades, and any other material the class may request. This site is here to make your learning easier, so make use of it and check it regularly. This is also where you will find grammar readings and the assignment. You should familiarize yourself with how to use blackboard as soon as possible at the beginning of the semester. You may talk to me if you are having problems.

Policy Regarding Submission of Assignments & Late Penalties:

All assignments are due at the beginning of the designated lecture (i.e. work submitted later the same day will be considered one day late). Except in cases where there are appropriately documented medical or compassionate reasons, work submitted late will be penalized 4% per day (including weekends), and will not be accepted more than 10 days after the due date. If you miss an assignment without appropriately documented medical or compassionate reasons, you will receive a grade of zero for that assignment. In the case of late submission, it is your responsibility to arrange to get the assignment to me and ensure that I have received it.

Submission of Assignments:

You may submit your assignments to me over email. Send your assignment as an attachment, either in Microsoft Word or in Rich Text Format. You must still submit these by the beginning of class on the due date, as I will note the date and time sent and late policies will be in effect.

Policy Regarding Attendance:

This course relies heavily on discussion, participation, and an ongoing expansion of critical thinking and writing skills. Regular attendance is therefore absolutely essential. I will keep daily records of attendance and those records will be used toward a participation attendance grade. Remember also, that if you miss a number of classes, not only will your participation mark suffer, but you will miss out on valuable work in the classroom. You are allowed two absences each semester that are “free” i.e. that I do not require reasons or documentation for. For other absences I require you to email me or give me a short note explaining why you cannot make it to class. Each unexcused absence will result in a 10% deduction from your attendance/participation grade. When you miss a class it is your responsibility to find out what you have missed and to get any missed handouts from me. I will meet with you during my office hours to discuss missed work, but I do not give out lecture notes. Please come see me if you have specific concerns or needs regarding this policy.

Policy Regarding Lateness to Class:

It is extremely distracting to other students and to the flow of the lecture/discussion to have people continually arriving late to class. Certain circumstances such as weather, arriving from an exam, or the occasional lateness will be excused but do not make lateness a habit. This will be taken into account in your participation grade. You are expected to be on time and ready to go when class begins. Please be respectful to your fellow students.

Preparedness for Class:

Because the readings and assignments are laid out on this outline, you are responsible for informing yourself of the readings and work we are doing in class. You are also responsible for doing the readings ahead of time and keeping informed of deadlines. Continual attendance will be essential should there be any changes or adjustments in the schedule. Remember that you are now at a college level and you hold responsibility for your own learning and success.

Returning Assignments:

I try to return assignments by two weeks after the due date. I put a lot of effort into assessing your work and giving you useful feedback, and I have a lot of students so this effort takes time. Please do not ask me when you will be getting your assignments back, unless that two week period has passed. When you do receive your assignment back, I am more than willing to meet with you and discuss the feedback and any of your concerns in person. I do require though that you wait 24 hours after receiving your mark and comments before coming to discuss them with me, so that you have time to take all the comments into consideration. After that 24 hours please feel free to come see me during office hours or make an appointment.

When You Cannot Meet a Course Requirement:

When you are unable to meet a course requirement because of illness or compassionate reasons, please advise me in writing, with your name, id# and e-mail contact. Where possible, this should be done in advance of the missed work. Extensions will not be granted less than twenty-four hours before the due date of an assignment, unless there are exceptional circumstances.

Contacting Me:

Email is the best way to contact me. Where you need more in depth help, please email me to make a phone appointment. We can perhaps arrange to set up a videoconference consultation if needed as well. I recognize there are some added barriers in being a videoconference student and I encourage you to let me know how I can help to alleviate those barriers. Please feel free to let me know if there are things that occur in the class that you have difficulty with or that you have suggestions on improving, including the technology!

****Please feel free to come see me in my office or contact me by email whenever you have questions, concerns, or would like extra help. Don't be afraid to let me know of any particular learning needs you might have, and any suggestions on how I can make the course work for you. My role is to give you the best possible learning experience, and to do whatever I can to create a positive and productive learning environment. Welcome, and I look forward to the year ahead!***