

Please submit your completed forms and supporting documents to wqb_cert@sfu.ca

REQUEST FOR CERTIFICATION AS A WRITING-INTENSIVE COURSE

Thank you for your interest in offering writing-intensive (W) courses. W courses will help meet Simon Fraser University's commitment to General Education, which enhances undergraduate degrees by informing and complementing students' programs of study, encouraging students to develop understandings and skills that equip them for life-long learning, and preparing them to appreciate, critique and contribute ideas and values of diverse, complex, and interdependent local and global communities in an ethical and comprehensive manner.

Completing this form will provide information for assessment by a faculty committee regarding whether your course meets the criteria for Writing-Intensive courses. Please contact the Director, University Curriculum and Institutional Liaison (UCIL) at ucildir@sfu.ca if you have any questions about completing this form.

A **WRITING-INTENSIVE** course provides students with opportunities to use reading, writing, and revision to increase understanding and further development of ideas. A writing-intensive course fosters the development of transferable writing skills for effective and professional communication, and the ability to express ideas in the forms and genres typical of the student's program of study. These skills may include structures and styles, accepted modes of reasoning and argumentation, convincing use of evidence, and appropriate technical language.

Writing-intensive courses are expected to explicitly address the craft of writing, and they must include significant levels of timely, actionable instructor feedback and student revision in response to feedback to ensure the development of strong transferable writing skills. A minimum of 50% of the course grade must be based on individual (not group) written work.

EXAMPLES

Examples of W courses can be found on the General Education Curriculum page [here](#).

Please note, you can answer any of the following questions with screenshots, copying and pasting from Canvas, or by attaching documents. The attached documents can be in any format (ie PDF, word document). A short paragraph is normally sufficient to answer the questions on this form.

COURSE TITLE, NUMBER AND DESCRIPTION:

Course #: ENGL 439 Course Title: World Literatures in English

Frequency of offering (# / year) 0.4 Average enrollment per offering: 17.5

OTHER INFORMATION:

Please indicate if this course currently has or will have another WQB designation: W

Instructor(s) responsible for the course: Gillies

**If multiple instructors are responsible for teaching this course, please list them all and include a course syllabus or course outline for each one.

List course pre-requisites: 45 units or two 300-division English courses

*Optional: Is this course mandatory or required for any other programs: _____

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course (maximum 200 words).

Advanced seminar in literary works in English, mainly from regions other than Canada, Britain, and the United States. The course may focus on one or several literatures or individual authors and will be organized according to specific critical methodologies.

2 x 2 hours seminar

WRITING-INTENSIVE COURSE RATIONALE (please be concise)

1. A writing-intensive course provides opportunities to use reading, writing, and revision to increase understanding and further development of ideas. In approximately one paragraph, please explain how your course does this.

This course uses literature from countries other than Canada, US or UK to explore discipline specific approaches to argumentative and expository writing. In-class discussions promote the "close reading" a text to uncover its many meanings, and students engage in the exchange of ideas and presentations orally. These activities promote students' ability to think critically about texts and develop arguments and evidence about them in writing.

2. A writing-intensive course fosters the development of transferable writing skills for effective and professional communication, and the ability to express ideas in the forms and genres typical of the student's program of study. In approximately one paragraph, please explain how your course does this.

English 439 promotes the development of transferable writing skills. The course uses an iterative process of writing that takes students from generation of ideas in a reading journal, to a short essay that develops one of the ideas from the journal and students then have the option to develop this idea more fully in a research essay. Students also prepare a research essay proposal and annotated bibliography which prompt student reflections on their reading and develop skills at communicating what they've read in oral and written forms. These practices advance students' oral and writing skills and thus promote their future success at the university and beyond.

3. Writing-intensive courses are expected to explicitly address the craft of writing, and they must include significant levels of timely, actionable instructor or TA feedback and student revision in response to feedback to ensure the development of strong transferable writing skills. In approximately one paragraph, please explain how your course does this.

Students receive feedback on every piece of writing they submit: the 2 reading journals, the short essay, the essay proposal and annotated bibliography and the final essay. In the iterative approach used in the course, the feedback is aimed at teaching students how to take an idea through multiple writing stages and formats culminating in a 3000-word essay. This method is transferable to writing in other disciplines and in future careers.

4. A minimum of 50% of the course grade must be based on individual (not group) written work with feedback and revision. Please attach example assignment instructions for the committee that demonstrate this requirement.

Individual writing with feedback accounts for more than 50% of the course grade. The reading journals each account for 15%; the short essay for 15% and the components of the research essay (proposal and annotated bibliography; final essay) account for 40% of the final grade.

5. Other ways in which this course meets the goals and criteria of a Writing-intensive course are:

In addition to the heavy emphasis on writing and revision in ENGL 439, the course promotes the further development of ideas. The skills learned in ENGL 439 are easily transferrable to a wide range of other disciplines and future careers.

PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS,

INCLUDING A CLASS SCHEDULE AND GRADING SCHEME WITH THIS FORM.

ENGLISH 439 Seminar in World Literatures in English
Aotearoa/New Zealand Crime Fiction

M.A. GILLIES

Summer 2024

When we think of Aotearoa/New Zealand literature, we tend to think of names such as the early 20th century short story writer Katherine Mansfield or the mid-century novelist Janet Frame or the contemporary author Witi Ihimaera who was the first Māori writer to publish both a book of short stories and a novel. The works of these writers, and others, attest to the fact that there is a robust and multifaceted literary scene in this island nation.

In this course, we will shift our attention away from canonical literature and onto the genre of crime fiction. Aotearoa/New Zealand boasts some of the 20th and 21st centuries' most interesting and accomplished crime fiction writers. We'll start with Christchurch's Ngaio Marsh who was considered one of the early 20th century's "Queens of Crime." We then move on to contemporary writers Paul Thomas, Jonathan Cullinane, Nikki Crutchley, and Michael Bennett all of whom have written award winning and/or best-selling crime novels. We end the course with the "collaboration" between Ngaio Marsh and Stella Duffy.

We will start by establishing the genre's conventions: the British country house tradition, the American hardboiled PI, and the police procedural. We will then look at how the genre travels – how do crime fiction conventions hold up when the crimes they detail are committed, and investigated, in a nation far from the genre's English and American birthplaces? And how do the national, cultural, political, and ethnic realities of contemporary Aotearoa/New Zealand reshape the genre? These are some of the questions this course will explore.

Please be aware that some of these texts deal with explicit and violent material that some students may find troubling. DO NOT take this course if this type of material troubles you.

REQUIRED TEXTS:

Ngaio Marsh *Died in the Wool* (1945)
Paul Thomas *Death on Demand* (2012)
Jonathan Cullinane *Red Herring* (2017)
Nikki Crutchley *The Murder Club* (2020)
Michael Bennett *Better the Blood* (2023)
Ngaio Marsh & Stella Duffy *Money in the Morgue* (2018)

There will also be additional readings posted in Canvas.

The texts are listed in the order they will be read.

I have NOT ordered books via the SFU Bookstore so you will need to obtain copies from local or online bookstores.

COURSE REQUIREMENTS

Seminar Presentation	15%
Reflective Learning Journals Part 1(3 @ 250-300 words)	15%
Essay 1 (5-6 pages) based on one of the entries in Reflective Learning Journal 1	15%
Reflective Learning Journal Part 2 (3 @ 250-300 words)	15%

Research Essay Proposal and Annotated Bibliography (you may revise and extend Essay 1 for your research essay with my permission)	10%
Research Essay (10-12 pages)	30%

ENGLISH 439W

Seminar in World Literatures in English: Aotearoa/New Zealand Crime Fiction

Instructor: M. A. Gillies

Summer 2024

Essay 1

Choose **ONE** of your Reading Journal 1 entries and use it as the basis of a 5-6 page essay.

Essay Instructions

You will take **ONE** entry you made in your Reading Journal 1 and use it as the basis for this essay. The key here will be to dive deeper into the ideas you presented in the journal entry– to develop more fully your thoughts and comments on the material you were writing about.

For example, let's say that you found the way that Marsh used mis direction in *Died in the Wool* the most interesting classic detective feature in the novel. You would want to explain what made it the most interesting feature and here you might explore the plot or character or thematic consequences of mis direction (you could explore more than one of these). There are other ways to approach this topic as well, but my point is that you start with your journal entry and you develop your essay around it.

While you are free to use material from lectures, class discussion, and my comments on your Reading Journal entry, please **DO NOT** use any secondary sources. What I am looking for in this essay are your thoughts/reflections.

The essay should be formatted according to the MLA Style Guide, 9th edition. Please use .doc or .docx format for your file.

The essay is due via Canvas on June 20, 2024. No late essays will be accepted unless there are valid mitigating circumstances.

ENGLISH 439W

Seminar in World Literatures in English

Instructor: M. A. Gillies

Summer 2024

Reading Journal 1

A Reading Journal allows learners to pause and reflect. That is, it allows us to ask questions about the materials we are encountering and to connect ideas across not only the materials for this course (readings, lectures, discussions and other assignments), but also to material in other

courses (ones you are taking now or have already taken) as well to your own life experiences. It can be a terrific tool for helping you become a more deeply engaged learner and that may improve your critical reading and thinking abilities. It can also be the source of ideas for class discussions and for potential essay topics.

There are no right or wrong “answers” or topics or approaches here – the journal is meant to help you reflect thoughtfully on the material you encounter in this course and what that looks like in practice may vary from student to student or even entry to entry within your own journal.

What I would ask is that you use the following guidelines to help you structure your entries. I’ll talk more about all of this in the first week of term.

- Link your personal reactions to class material – this is a good starting place in fact. But don’t stop at “I liked the way that Ngaio Marsh kept me guessing about who was the spy” or “I really, really, hated *Red Herring* because it was set in the 1950s” – ask yourself what/why/how your reaction was engendered by the material. In other words, I’m asking you to take note of your reactions and then to reflect on and analyze those reactions.
- Some summary – of the texts or lecture materials or discussions – is unavoidable, **but the focus of your entries needs to be on a) your reactions to class materials; and b) your reflection on and analysis of those reactions**
- Provide examples to support what you are writing about – if you liked how Marsh depicted the setting in *Died in the Wool*, for example, provide some examples of the elements of setting you liked and discuss both how they work in the novel and why that made you like them.
- Approach the exercise with the intention of being challenged – the more thoroughly you probe your responses to the course material, the more likely you are to see how your responses to them come about and also the more likely you are to gain a deeper understanding of the material.
- Present your ideas in a coherent and thought-provoking manner – write in sentences, use appropriate grammar and punctuation, but write for your classmates as your audience which means you can use less formal language.
- Please don’t wait until the last minute to write your entries. The reason I am including this assignment in the course is that I believe that reflecting on what (and how) you are learning enhances the learning experience. For example, if you keep a regular reading journal over time you will learn a great deal about who you are as a reader – how you read, why you read that way, what kinds of things you look for in a text – and that information can be useful in your academic and personal development.

Assignment details:

This Canvas assignment will be used for:

Part 1 (3 entries; ~ 200- 300 words each) (15%)

Please use MLA 9th edition format for your entries

Due June 6, 2024. No late assignments will be accepted unless there are valid mitigating circumstances.

I'll be evaluating your journal entries on:

- the quality of the ideas/thoughts you examine or present
- the quality of the analysis of/reflections on these ideas/thoughts
- your use of specific examples from course materials in support of your reflections - though quotations from the text are not required you may find that quoting from the text will help you focus on specific examples
- your ability to communicate effectively and clearly.

ENGLISH 439W

Seminar in World Literatures in English: Aotearoa/New Zealand Crime Fiction

Instructor: M. A. Gillies

Summer 2024

Research Essay Proposal and Annotated Bibliography (10 pts)

Please write a **10-12-page essay (3000 words)** on a topic that you will propose for my acceptance. The following points outline the process I wish you to undertake and the nature of the essay I wish you to propose.

Write a **1- 2 page proposal, with an annotated bibliography attached**, that sets out the question - something problematic or of particular interest - that your essay will explore.

- Please use the format in the Sample Assignment I've provided for you in Canvas.
- The only restriction I am imposing on the topics is that the essay must deal with at least one of the writers on your reading list.
- If you wish, you may use Essay 1 and revise and expand it for this assignment
- You are free to follow any topic that interests you.
- Your annotated bibliography should include 4-6 critical articles/books.

- You are encouraged to discuss your topic with me.

The proposal and annotated bibliography are to be submitted via Canvas as a .doc or .docx file later than **July 11, 2024. No late proposals will be accepted unless there are valid mitigating circumstances.**

Feel free to consult with me about your proposals while you are in the process of generating them.

ENGLISH 439W

Seminar in World Literatures in English: Aotearoa/New Zealand Crime Fiction

Instructor: M. A. Gillies

Spring 2023

Research Essay (30 pts)

You are to write a 10-12-page essay (3000 words) on a topic that you will propose for my acceptance.

The research essay is **due via Canvas submission on August 2, 2024. The essay is to be formatted according to the MLA Style Guide, 9th edition.**

No late essays will be accepted unless there are valid mitigating circumstances.

The essay will account for 30% of the course grade.

