



English 1027F (570)
Fall 2025

The Storyteller's Art I: Introduction to Narrative

Course Information:

Calendar Description: Storytelling defines who we are and our relation to the community, the nation, and the world. This course explores the rich and diverse traditions of storytelling: such as, oral tales, short stories, classic fiction, and graphic novels. Instruction by lecture and tutorials; emphasis on developing strong analytical and writing skills.

Pre-requisite(s): Grade 12U English or permission of the Department. For part-time students who have been admitted without the OSSD, this permission will be granted as a matter of course.

Anti-requisite(s): English 1024E, English 1036E.

Extra Information: 3 hours

Course Weight: 0.50 **Breadth:** B

Subject Code: ENGLISH

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

King's University College

ENG1027 (570)

The Storyteller's Art I

Fall 2025

C. Dowdell (cdowdel12@uwo.ca)

Office Hours: Tuesdays, 9:00am-12:00pm via Zoom.

Course Prerequisites

Grade 12U English or permission of the Department. For part-time students who have been admitted without OSSD, this permission will be granted as a matter of course.

Mode of Instruction

In-person.

Course Description

Storytellers invite us to immerse ourselves in the narrative world. Depending on the unique positionality of each reader, texts place us in a range of positions, from complete identification to complete disavowal. Whatever the case, something significant happens when we open a book. While reading literature encourages us to think critically, it works on us in other ways related to *why* we read, *how* we read, and *what* we read. By applying a decolonial, anti-oppressive, and antiracist lens to foundational literary concepts such as plot, point of view, narrative reliability, allegory, realism, symbolism, and irony, we will consider the various ways authors use the power of words to convey a certain meaning or a particular ideology, establish (and/or challenge) the norms and conventions for a particular society, or elicit an affective ethical response.

Through the telling and re-telling of stories we struggle to forge meaning from our lived experience, building communities and alliances across generations through the capture and transmission of situated knowledges, multiple life-worlds, and diverse struggles for justice and representation. Understood as intergenerational transmissions of cultural knowledge, stories can never be “divorced from the conditions of [their] realization” (Irele, *African Imagination* 36-37). While this course primarily concerns written narratives (alongside printed representations of oral storytelling), we will approach storytelling as situated knowledge collaboratively enacted by the affective involvement and communication of its tellers/authors and auditors/readers.

By slowing down the reading process to self-consciously pay attention to *how* stories from diverse cultural traditions work (and fail to work) culturally, ethically, and politically on individual readers and different communities of readers, we will be centrally concerned with *storytelling*, rather than simply stories. Our in-class analysis of individual texts will be balanced by technical writing tutorials and assignments, the latter of which aim to ground students in the conventions and expectations of university-level writing across the disciplines.

PLEASE NOTE: While ENG1027F is a stand-alone course and need not be taken in conjunction with ENG1028G (The Storyteller's Art II), the two half-courses are organized to complement one another. The concepts learned in ENG1027 will be applied to a specific genre of storytelling in the winter semester. Students who intend to enroll in an English module (i.e. Specialization, Major, or Minor in English) must complete ONE FULL CREDIT (1.0) at the first-year level in order to proceed. ENG1027 counts for only HALF (0.5) of this requirement. Students are, therefore, encouraged to enroll in the second-semester paired course, ENG1028. A list of required courses for a degree in English can be found at <https://www.kings.uwo.ca/academics/english/english-programs-offered/>.

Course-Level Learning Outcomes

1. To identify and analyze the fundamental assumptions and tropes and the fundamental principles of prose literature (e.g., plot, figurative language, allegory, narrative perspective, etc.) through a decolonial, anti-oppressive, and antiracist framework.
2. To learn the basics of literary interpretation such as close reading skills and discursive analysis; we will focus our energies by assessing privilege and colonialism, while proactively expanding our frame(s) of reference beyond the Eurocentric assumptions of the Western university.
3. To create an infrastructure for actively dismantling racism, homo/transphobia, misogyny, gender-based discrimination/violence, linguicism, and ableism through the questions we ask, the answers we pose, and the work we do as scholars and academics.
4. To learn basic research skills such as accessing, assessing, and effectively integrating traditional, electronic, and AI-sourced materials into our writing, with the goal of modelling an academic dialogue that recognizes diversity in intellectual traditions, cognitive styles, and epistemic frameworks.
5. To learn how to assert an original voice in ways that actively engage with the Truth and Reconciliation Commission's (2015) recommendations, the King's-Brescia Anti-Racism Working Group's recommendations, justice for equity-deserving groups, and participatory democracy.
6. To learn how to rhetorically position ourselves within a larger community of scholars; how to differentiate our arguments from those of others; and how to document essays using MLA format. These writing skills will ably serve regardless of what discipline students choose to pursue.

7. To acquire a knowledge of the basics of "academic" writing and to question the role played by standard language ideology in maintaining various power imbalances both within and beyond the academy.

Required Books

Gerald Graff & Cathy Birkenstein. They Say/I Say: The Moves the Matter in Academic Writing. 6th edition. Norton. (\$45.85)

- N.B. While students are welcome to purchase second-hand or alternate editions of the required texts, please be mindful that all discussions, assignments, and lectures will reference the page numbers from the assigned edition.

Method of Evaluation

ASSIGNMENT	SCALE	WEIGHT	DUE DATES
Technical Writing Assignments x 5	3	30%	September 22-December 1
Close Reading Assignments 1	100	10%	October 20
Close Reading Assignments 2	100	15%	November 17
Summative Writing Assignment	100	15%	December 8
Final Exam	100	30%	TBA

Submission Policies

Late Policy

- All assignments will be graded and returned electronically via OWL.
- Students will have seven (7) days from the scheduled due date to submit their assignments without penalty.
- No assignments will be accepted after the 7th day.
- All requests for accommodations, processed through either the ADO and/or Accessibility Services, will be accepted without question. Students who have received special accommodation must contact me via email to discuss alternate deadlines and/or means of submission.
- Out of respect for my own schedule, I cannot guarantee that assignments after the due date will receive the same degree of substantive commentary. I will, however, do my best, and you are always free to discuss your assignments with me in person.

Policy on Generative AI

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

Within this course AI tools [such as Chat GPT/Gemini/Copilot, etc.] are permitted exclusively for: e.g. information-gathering and preliminary research purposes. If AI tools are used, students must acknowledge use and state how the tool was used. Use of artificial intelligence (AI) tools is NOT permitted for written work submitted for evaluation. If you are unsure of AI use in this class, please consult with your instructor.

Expectations for Grammar, Typography, and Documentation Style

Effective proofreading is a crucial part of the writing process and contributes significantly to the overall quality of your assignments. Sloppy writing and careless errors distract your reader and undermine the credibility of your analysis. Students are expected to thoroughly proofread their assignments before submission.

Assignments with more than FIVE (5) typographical errors and/or grammatical errors, which impede the clarity of your thought, will automatically receive a grade of 1/3 on assignments graded out of 3, and a reduction of 10% on assignments graded out of 100. Grammatical and documentation expectations will be clearly laid out during our writing tutorials.

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.