

Course Outline: Thinking about Contemporary Canada

DEPARTMENT OF LANGUAGES, LITERATURES & LINGUISTICS

Course Code

AP/ESL 1450 OR AP/HUMA 1745 6.0 Thinking about Contemporary Canada

Course Description

This course examines how scholars, writers, journalists, and filmmakers from diverse backgrounds understand and identify Canada in the 21st Century. It is designed to support ESL students to explore multimodality-enhanced and experiential education tasks for effective academic learning and social connections in a multicultural community. The course discusses issues critical to Canadian society and culture through multiple forms of resources representing a range of voices and genres – from academic to creative texts, from official documents to featured films, Canadian-rooted communities to immigrant groups, in three major themes: (1) Socio-historical context of founding nations in Canada, (2) Diversity, equity and inclusion: Voices from racialized and minoritized communities, and (3) Reconceptualization of contemporary Canadian identities.

Course Delivery

Delivery Mode: LGCL/ONLN/BLEN

This course is offered in multiple sections that are delivered in-person, online, or in a blended mode comprising synchronous, asynchronous and face-to-face classes and activities. Students are expected to complete 2 multimodal blog reflections of experiential educational activities, an identity text project and presentation, a research inquiry project (which is a scaffolding project of an annotated bibliography, a research proposal and an outline, an in-class presentation and a research report), and a final test for the course.

Course Materials

All readings will be available through the course website on eClass. Course materials include scholarly publications, academic blog articles, news reports, magazine articles, digital media, resources etc.

Sample course readings:

Davis, A. (2018). The Black Woman Native Speaking Subject: Reflections of a Black Female Professor in Canada. *Atlantis: Critical Studies in Gender, Culture and Social Justice*, 39(1), 70-78.

Ghosh, S., & Wang, L. (2003). Transnationalism and identity: a tale of two faces and multiple lives. *Canadian Geographer*. 47(3), 269-282. <https://onlinelibrary-wiley-com.ezproxy.library.yorku.ca/doi/10.1111/1541-0064.00022>

Guo, Y., Maitra, S., & Guo. S. (2017). Social integration of Syrian Refugee Children in Canadian Schools: Three prominent Issues. *Canadian diversity*, 14(3), 5-7. <https://www.ciim.ca/img/boutiquePDF/canadiandiversity-vol14-no3-2017-qtw2f.pdf>

James, C. (2019, Aug 19). The crisis of anti-Black racism in schools persists across generations. *York University*. <https://rsc-src.ca/en/voices/crisis-anti-black-racism-in-schools-persists-across-generations>

Ng, J. (2021, Nov. 29). Understanding transnational identities of ELL students through the creation of digital stories. *Belonging, Identity, Language, Diversity Research Group (BILD) Academic Blog*. <https://bild-lida.ca/blog/uncategorized/understanding-transnational-identities-of-ell-students-through-the-creation-of-digital-stories-by-dr-jacqueline-ng/>

Tentative Grade Breakdown and Deadlines

Assessment	Weight	Mode	Tentative Deadline
2 Multimodal Blog Reflections	20% (10% each)	Asynchronous online, Take-home	Week 7 and Week 11
Identity Text Project & Presentation	15%	Asynchronous online for the project In-person for the presentation	Week 20

Assessment	Weight	Mode	Tentative Deadline
Research Inquiry Project 1. Annotated bibliography 2. Research proposal and outline 3. Research presentations 4. Research report	35% 1. 10% 2. 5% 3. 10% 4. 10%	1. Asynchronous online 2. Asynchronous online 3. In-person 4. Asynchronous online	1. Week 15 2. Week 18 3. Week 20&21 4. Week 23
Final Test	10%	In-person	Week 24
Active Learning & Participation	20%	In-person & online (Synchronous & asynchronous)	Ongoing (cumulative grade)
	100%		