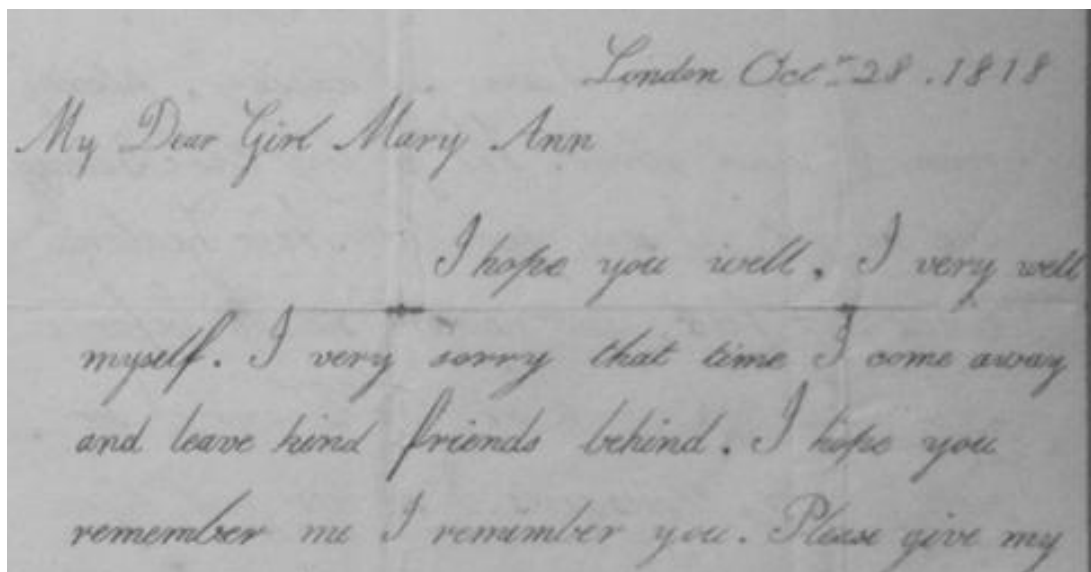


ENGL441 Special Topic: Maori Writing in English

Trimester 1 2011

28 February to 2 July 2011

30 Points



TRIMESTER DATES

Teaching dates: 28 February to 3 June 2011

Mid-trimester break: 18 April to 1 May 2011

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

NAMES AND CONTACT DETAILS

Alice Te Punga Somerville

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Office: Rm 208 50 Kelburn Pde

CLASS TIMES AND LOCATIONS

Thurs 1.10 pm – 4 pm VZ 802

COURSE DELIVERY

This course is delivered through weekly three hour seminars.

COMMUNICATION OF ADDITIONAL INFORMATION

- Updated information about the course, and all handouts etc relating to the course, are posted on the Blackboard site for this course.
- Joining in the discussion about texts and issues on the class blackboard site is encouraged.
- Access to the blackboard site is available through <http://blackboard.vuw.ac.nz/>
- Please contact Alice if you have any questions or need further clarification about any aspect of the course.

COURSE CONTENT

Maori writing in English has always been simultaneously engaged in legacy and innovation: Maori people have written poetry, fiction, newspapers, plays, nonfiction, histories, letters, journalism, sermons, diaries and so on for almost two centuries and in many countries. In this course, which brings together creative and critical texts, we will explore the world of Maori writing in English in terms of its historical development, its forms, its contexts and its politics. We will spend some time considering allied forms (film, theatre, visual arts, oratory, carving, weaving, writing in te reo, etc) as part of the landscape of Maori cultural production of which Maori writing in English is a part. We will also read critical texts about Maori writing in English alongside critical and theoretical work from Indigenous, Pacific, New Zealand, Feminist, and Postcolonial Literary Studies.

LEARNING OBJECTIVES

By the end of the course students should be able to:

- discuss with confidence the key features of Maori writing in English, including its historical, formal, thematic, linguistic and creative range.
- articulate the central arguments of Maori Literary Studies over time, including its connections with Indigenous, Pacific, New Zealand, Postcolonial, Multicultural and Feminist Literary Studies.
- develop an understanding of relevant literary traditions, histories of interaction and colonisation, the politics of publication and writing.
- design and produce a research project about a specific topic that relates to Maori writing in English which brings together textual and critical pieces in the light of the above understandings.

EXPECTED WORKLOAD

It has been recommended that in order to maintain satisfactory progress in a four-paper honours course of a single semester duration, you should commit 15 hours to the course per week, including class contact hours and time spent reading and writing. The remaining time should be spent on reading and preparation during the break.

READINGS

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 3 of the Student Union Building. You can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or

enquiry to enquiries@vicbooks.co.nz. Books can be couriered to you or they can be picked up from the shop. You will be contacted when they are available.

Essential texts (in order of reading):

- Rachel Buchanan *The Parihaka Album*.
- Otto Heim *Writing Along Broken Lines*.
- JNZL 24: 2. Special Issue
- Patricia Grace *Dogside Story*.
- *Huia Short Stories 8*
- ENGL441 Class Notes (Student Notes) cost t.b.a.

ASSESSMENT REQUIREMENTS

Each of these assessments has been designed to focus on a different aspect of the overall objectives of the course.

Assessment	% of final mark	Due date
Short writing tasks (5 X 500 words and 1 X reading journal)	40 (30% = 5 reports, 10% = journal)	various: listed below
Class presentation	10	Sign up for sessions during first class
Research essay (4000 words)	50 (10% = research thoughts; 40% = final essay)	10% research thoughts due Friday 20 May – email to Alice. Bring completed essay to final class session. Be prepared to talk about it with your peers.

40% Short writing tasks

You are to write 5 reports (500 words each) plus one reading journal, which have a combined weighting of 40% of your overall mark for the course. The topics for each report are listed below; with the exception of the first report, we will use the report for the basis of a discussion on the day these are due.

These reports are not researched: they are your own ideas on the topic. They will be marked on the basis of successful completion of the task and the quality of your answer. This assessment task is tied to the first, second and third learning objectives for our course.

- 1: Foundations of a reading journal
 - due Friday 4 March 5pm (send by email to Alice)
 - After our discussion during the first class session, write about your reading plan for the trimester. Think about what interest you, what strengths you already have, whether there is a theme or genre or writer or iwi etc on which you will choose to

COURSE OUTLINE ENGL441 ST: MAORI WRITING IN ENGLISH

focus. Name some texts and writers you will put on your list; I will add some suggestions as you go.

- 2: A 'photograph' for the album
 - due in class, 17 March
 - Choose one more 'photograph' to add to the Parihaka Album as described by Rachel Buchanan in today's reading.

- 3: Report on one text from the archive
 - due in class, 7 April
 - Choose one text written in English by a Maori person from an archive in Wellington, and write notes about that text. Include a description of the text as well as a reflection on its significance and/ or the various ways we might read it.

- 4: Make an argument for a 'non-literary' Maori text to be included in this course
 - due in class, 14 April
 - If you were teaching this course, which 'non-literary' Maori text would you add to the list of readings? Reflect on what this text would bring to the course, and why this matters.

- 5: Brief notes on *Dogside Story*
 - due in class, 12 May
 - Choose one space, character or moment in Grace's novel and write some notes about it.

- 6: Reading journal due
 - due in class, 26 May
 - This reading journal will cover the reading you have completed throughout the trimester. During the first class session, we will discuss the ways in which you can construct a reading plan for the trimester. This plan will enable you to trace a line of reading which interests you in particular, and will give you an opportunity to build up your familiarity with a range of Maori writing. Your journal will, alongside bibliographic details, provide a brief summary and short reflection of each text. I *expect* you to read at least one text (besides required readings for class) each week at a minimum, and I *encourage* you to read much more.

10% Class presentation

During the first class session each student will choose a week during which they will introduce and run the discussion about the topic in question.

Your class presentation will outline key aspects of the critical reading for the week, making links between that week's topic and previous discussions, and bringing in any other reading you have done around the topic.

Produce a set of questions or issues which we can all discuss together.

Your presentation should not be for longer than ten minutes, and you should focus on engaging our class in discussion rather than simply delivering a lot of information.

This assignment will be marked on the basis of successful completion of the task and the quality of your presentation. This assessment task is tied to the second learning objective for our course.

50% Research

Research thoughts (10%)

Write between 1 and 2 pages about your research essay. The writing does not need to be overly formal but needs to be clear. It may include mindmaps, lists, images, etc. Make sure you *name the texts* on which you will focus. You are welcome to submit this sooner if you would like to get an early start on your project.

Essay (40%)

Produce a 4000 word essay about some aspect of Maori writing in English which appeals to you. You may wish to focus on a particular text, author, iwi, critical claim, genre etc.

Your research essay will be marked on the basis of successful completion of the task and the quality of your answer. Your essay must demonstrate that you have developed a clear and relevant research question, completed appropriate research about the topic, and produced careful readings of specific Maori texts. At this level of study, there is an expectation that your essay is well structured, clearly expressed, proofread for grammar and spelling, and correctly referenced.

This assessment task is tied to the fourth learning objective for our course.

ASSIGNMENT COVER SHEETS

Assignment cover sheets and extension forms can be found on Blackboard or outside the Programme office.

EXTENSIONS AND PENALTIES

Extensions will be granted only in exceptional and unforeseen circumstances. Issues of workload do not constitute exceptional and unforeseen circumstances. If you require an extension, you must complete an extension request form (available on your course Blackboard site) prior to the assignment due date. This must be accompanied by relevant documentation (e.g. a doctor's certificate) where appropriate. Tutors cannot grant extensions.

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

MANDATORY COURSE REQUIREMENTS

In order to pass this course, you need to attempt all pieces of assessment.

CLASS REPRESENTATIVES

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

STATEMENT ON LEGIBILITY

You are expected to present work that meets appropriate standards. Work submitted during the course (i. e. work that is internally assessed) should be typed or prepared on a computer. Where work is deemed 'illegible', you will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study.

Find out how academic progress is monitored and how enrolment can be restricted at

www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at

www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

School of English, Film, Theatre, & Media Studies
COURSE OUTLINE ENGL441 ST: MAORI WRITING IN ENGLISH

Week 1	3 March	Foundations **rpt 1 due 5pm 4 March**
Week 2	10 March	Writing
Week 3	17 March	Place Rachel Buchanan. <i>The Parihaka Album</i> **rpt 2 due**
Week 4	24 March	Field Otto Heim <i>Writing Along Broken Lines</i>
Week 5	31 March	Archive
Week 6	7 April	Publishing **rpt 3 due**
Week 7	14 April	Genre **rpt 4 due**
Mid Trimester Break: Monday 18 April– Sunday 1 May 2011		
Week 8	5 May	Comparison <i>JNZL</i>
Week 9	12 May	A Single Writer Patricia Grace <i>Dogside Story</i> **rpt 5 due**
Week 10	19 May	Class cancelled – work on individual research essays **email research thoughts 20 May**
Week 11	26 May	A collection <i>Huia Short Stories 8</i> **reading journal due**
Week 12	2 June	Further research **final essay due**