

## COURSE OUTLINE

### ENGLISH 203.01 – Introductory Seminar

Fall 2021

Class Schedule: Online/synchronous: M/W 9:30-10:45 am (Calgary Time)

Course Delivery: This course will be delivered in an online, synchronous format through the Zoom platform in your D2L shell. This means that students are expected to meet during the assigned class times. Classes will be recorded and posted to D2L, to add some flexibility to accommodate students in different time zones, but students should remember that there are circumstances when a class may not be able to be recorded due to glitches in the system, or in the instructor. Therefore, the expectation is that students are responsible to be in class during the posted class times. Please see the statement below regarding Zoom session guidelines for conduct.

|               |                                |
|---------------|--------------------------------|
| Instructor    | Prof. C. Olbey                 |
| Email:        | cwolbey@ucalgary.ca            |
| Web Page:     | D2L (access via MyUofC portal) |
| Office Hours: | Wednesdays 11-1:00pm via Zoom  |

#### Calendar Description:

"An intensive introduction to the field of English emphasizing critical reading and writing as well as discussion. Expectations for writing and research will be higher than in other junior English courses. Includes the study of at least one text by an Indigenous author.

Course Hours: 3 units; (3-0) Antirequisite(s): Credit for [English 203](#) and 201 will not be allowed."

#### Course description:

In this class students will develop the skills required for effective and productive work in the English department. While the course texts represent a range of different authors, the novels are by Canadian authors, from different backgrounds and perspectives (Ojibway, Trinidadian, Chinese, Metis, German), who focus on different experiences in terms of class, race, ethnicity, histories, genders and sexualities, they will share a common thematic concern with the representation of the experience and dynamics of difference in the context of settler-colonialist society. This breadth of different voices represented within the overarching frame of Canada, will produce a number of interesting critical engagements, not least of which will be an interrogation of the concept of Canadian identity itself, in our current moment, as one that is

always in some sense a combination of many nationalities, whether this term is understood in the traditional sense of political nation states or in more complex and nuanced terms of race, ethnicity, sexuality, gender and so on. In this class, we will listen to the voice of the “other” and generate a critical engagement with some of the complexities, issues, questions, and problems these texts identify, along with a critical exploration of some of the narrative strategies used to meet significant challenges posed by the experience of otherness.

Note: this course is designed specifically to introduce English majors to the skillset required to produce successful work in the discipline of English literary studies. Students should expect the reading, research and writing requirements, and grading expectations in this course to be significantly more extensive and challenging than in first year English courses designed for non-majors. This course assumes that students are ready, willing, and, dare I say it, even excited to take up the expanded challenge this course will provide.

Course learning outcomes:

In this course students will get the opportunity to acquire a number of learning outcomes including the following key learning objectives:

- 1) Develop skills of close reading, which, among other things, requires a student to realize that a text is constructed, and not a transparent reflection of reality
- 2) Learn a range of technical terms and critical tools with which to interpret texts
- 3) Extend and expand their ability to write a strong, well-supported, clearly written academic essay. This includes teaching students the idea of writing as a process by guiding them through the various stages of composition and teaching students how to create effective arguments
- 4) Extend an understanding of proper documentation, including what constitutes plagiarism
- 5) To develop or extend library research skills: how to search and locate reference works, books and articles, both electronic and print; how to access and use scholarly resources and databases; and how to use print and online resources responsibly and thoughtfully
- 6) To engage with other scholars by assigning at least one exercise or assignment that asks them to respond to at least one critical text
- 7) To develop their ability to value and build upon each other’s ideas by actively fostering discussion
- 8) To develop, extend, and expand their knowledge of how narrative fosters the exploration of questions of difference, otherness, history, contemporary social and political issues, and identity in Canadian contexts
- 9) To develop their ability to foster collegiality and scholarly consultation, and to navigate the academic seminar environment through small group class work or projects as well as individual consultations between instructors and students

Texts and readings:

Janet E. Gardner. *Reading and Writing About Literature (Fourth Edition)*

David Chariandy. *Brother*

Cherie Dimaline. *Empire of Wild*

Richard Wagamese *Indian Horse*

Suzette Mayr *Dr. Edith Vane and the Hares of Crawley Hall*

Larissa Lai *The Tiger Flu*

William Shakespeare *Othello* (this text is available through U of C Library open access at the following: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6160012> )

These books are available through the course listing at the U of C Bookstore.

Learning technology requirements:

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](https://d2l.ucalgary.ca)).

\* For online, remote or blended courses:

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone

## Assessments and Evaluation:

### Assignments and Evaluation:

#### 10% Participation Grade

- Students are required to contribute to the discussion boards on D2L for this course. Students receive 1 point for each contribution which can be either a post or a reply to another post. Students are limited to a maximum of 2 points (one post and one reply) per story in this class so that you must respond to all 5 of the novels required in this class. Students may make more posts to any discussion board but can score no more than 2 points per novel. Point scoring posts and replies will show evidence of a significant critical engagement with the story and will be questions and/or comments that demonstrate an awareness of the methods and modes of literary criticism discussed in this course. Discussion board calculations for points have deadlines, after which points can no longer be accumulated on a story.

#### 10% Exam #1 (Open book) on assigned reading from Janet E. Gardener's *Reading and Writing About Literature*

- Exam date appears on your course schedule
- Exam will consist of multiple choice questions
- Time: 60 minutes + 50% online time bonus = 90 minutes
- Students have 24 hour window to complete and submit from the time the exam is posted

#### 10% Short Written Explication Assignment (maximum 500 words)

- Students will produce a thesis statement and an explication/close-reading on their choice of a passage/quotation from course texts

#### 15% Short Essay Assignment (800 words)

- 3-4 typed, double-spaced pages (minimum 12pt. Times New Roman or Arial font; Approximately 750-800 words)
- Four paragraphs which includes an essay introduction, 2 body paragraphs, and a conclusion
- Assignment must include effective use of a critical secondary source and must be on different text than your short explication assignment

### 20% Exam #2 (Open book)

- Multiple choice questions on course texts and class material
- Time: 60 minutes + 50% online time bonus = 90 minutes
- Students have 24 hour window to complete and submit from the time the exam is posted

### 10% Exam #3 (Open book)

- Multiple choice questions on course texts and class material
- Time: 60 minutes + 50% online time bonus = 90 minutes
- Students have 24 hour window to complete and submit from the time the exam is posted

### 25% Long Written Assignment (Minimum 1500 Maximum 2000words)

- All options must include references to at least two critical secondary sources
- This assignment can be on any course text and may incorporate any of the students' previous work in either the short explication or the short essay assignments.

#### Options:

- 1)** Critical Essay option: minimum 6-8 typed, double-spaced pages (12 pt. Times New Roman or Arial font; Approximately 1500-2000 words). Note- Page/Word count does not include appended bibliographic material like footnotes, appendices, or Works Cited pages.
- 2)** Short Story and Critical Explication option: maximum 5 pages (1250 words) for short story + 4 pages (1000 words) critical analysis. All pages are typed, 12pt. double-spaced pages (12pt. Times New Roman or Arial font)

### Assignment Information

- There is no Registrar scheduled final exam in this course.
- Students must be available for examinations up to the last day up to and including the final day of scheduled classes.
- Students are not required to complete all assignments to receive a passing grade in the course.

- There are no 'extra credit assignments in this course.
- All assignments will be submitted through D2L in this course.
- All assignments must be submitted by the due date given. Assignments submitted more than 24 hours after the assigned due date will be considered late.
- All exams in this course are open book, completed through the D2L quiz section and must be submitted within 24hours after their start date and time.

### Assignment Submission Late Policy

Written assignments submitted more than 24 hours after the due date will be considered late. Such assignments will have 3% per 24 hours subtracted from their final percentage grade for the assignment. For example, an assignment that scores 75% and handed in within 24 hours of the due date will not receive any penalty; the same assignment handed in between 24.1 and 48 hours late will receive a penalty of 3% for a total score of 72% for the final assignment grade; an assignment handed in between 48.1 and 72 hours of the due date would receive a penalty of 6% for a final grade of 69%. This scale would continue in the same way for each additional 24 hour period.

### Attendance and participation expectations:

This course will take place online in the Zoom format available through the link under your discussions tab in your D2L page for this course. Classes will be recorded and the recordings will be available for students, excluding the period during which exams are written, to view in case they miss the live class meeting. There is no specific grade for attendance in this course. However, students should understand that each class, in a variety of ways, will develop skills and deliver information needed to learn and acquire the learning objectives for this course and to score effectively on assignments and exams, and that in most cases there is a direct correlation between attendance and the student's ability to produce a successful educational and grading experience in this course.

### Participation

The participation grade in this course in this course consists of specific contributions to the Discussion Board in D2L. However, students should be aware that student participation in various ways (questions, comments, discussions, debates, arguments, presentations etc.) will be a key feature and an important tool to facilitate student success in this course. Students are encouraged, but not required, to speak in class and effective participation can be just as much the act of attentive, engaged listening and thoughtful consideration as insightful speaking.

Since our readings will lead us into a wide range of critical investigations of social, cultural, historical, aesthetic and political issues, and since the class is a relatively large, diverse group of human beings with different ideas, opinions, arguments and positions on the issues and ideas the stories present, this course will proceed with a fundamental tone of respect, tolerance, and thoughtful consideration of the ideas of others (the instructor for students, students for the instructor, and students for each other). This guiding tone of respect does not mean that ideas, opinions, and arguments, expressed by students or instructor, cannot be challenged and debated from other positions and through different arguments. Indeed this can and should be an interesting and engaging aspect of our course. It means that when we disagree we try to persuade others through offering a more convincing argument. When students engage this sort of participation they further develop skills required to produce success on assignments and exams. This is one key reason for why, in most cases, there is a direct implicit correlation between participation and the student's ability to produce a successful experience in this course. In addition, participation is one component used at the end of the course "when rounding upwards or downwards when the average of term work and exams is between two letter grades."

#### Conduct:

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

#### Policy on use of electronic devices:

Include information on the use of internet, laptops and devices during course meetings and exams. If you do not stipulate otherwise, it will be assumed that computers and calculators cannot be used during exams.

#### For example:

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's [Internet and email use policy](#). Electronic devices are not permitted during the Final Examination.

#### Grading System:

All assignments will receive a numerical grade, to be converted to letter grades using the following scale:

|              |    |     |              |    |     |
|--------------|----|-----|--------------|----|-----|
| 90 + %       | A+ | 4.0 | 67 – 69.99 % | C+ | 2.3 |
| 85 – 89.99 % | A  | 4.0 | 64 – 66.99 % | C  | 2.0 |
| 80 – 84.99 % | A– | 3.7 | 60 – 63.99 % | C– | 1.7 |
| 77 – 79.99 % | B+ | 3.3 | 55 – 59.99 % | D+ | 1.3 |
| 74 – 76.99 % | B  | 3.0 | 50 – 54.99 % | D  | 1.0 |
| 70 – 73.99 % | B– | 2.7 | 0 – 49.99 %  | F  | 0   |

This scale is also used to calculate final grades in this course.

Please note that, according to the University Calendar

(F.1) <https://www.ucalgary.ca/pubs/calendar/current/f-1.html>, instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

#### GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)).

If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an

exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

#### Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

#### Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

#### Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at [engl@ucalgary.ca](mailto:engl@ucalgary.ca). Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

### [English Department Website:](#)

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students:

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

Writing support:

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

### [Academic regulations and schedules](#)

Student Academic Accommodations:

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)  
Website: <http://arts.ucalgary.ca/undergraduate>

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Research Ethics [delete section if not applicable]

- If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor

and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

- If students are going to be used as research subjects or expected to conduct research (such as interviews), a statement about this expectation must be included. Please note that if you plan to have students conduct research for class, you must get ethics approval for the course.

Sexual violence policy:

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other important information:

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

Universal Student Ratings of Instruction (USRI):

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.