



**FACULTY OF ARTS**  
**Department Of English**

**COURSE OUTLINE**

**ENGL203 L02: Introductory Seminar**

**Fall 2022**

<b>Course Title</b>	Foregone Conclusions	<b>Modality:</b> In person
<b>Date &amp; Time</b>	T/R 11:00 a.m. – 12:15 p.m.	<b>Room:</b> SS1153
<b>Instructor</b>	Dr. Morgan Vanek	
<b>Email</b>	morgan.vanek@ucalgary.ca	
<b>Web Page</b>	D2L (access via MyUofC portal)	
<b>Office Hours</b>	T/R 2:00 – 3:00 p.m.	<b>Office:</b> SS1106

**Course description**

This course will examine foregone conclusions: events or outcomes that seem predictable, even inevitable, or the endings we can see coming right from the start. How does a story make one conclusion seem more likely than another, or some conclusions appear to be altogether impossible? What kinds of twists are treated as implausible, and how might an adventurous storyteller encourage us to imagine otherwise? Drawing our examples from contemporary poetry, drama, and a range of prose genres (including literary fiction, science fiction, and fairy tales), we'll begin by learning to identify and explain how these texts set up or challenge our expectations, and we'll compare the different formal strategies we find in our course readings to expose the assumptions at work in the world of each text. In the second half of the semester, we'll look more closely at how our course materials also examine the conditions of contemporary life at their logical (or illogical, or disastrous) conclusions, and we'll use the literary critical vocabulary we've developed to interrogate the alternatives these texts offer to the often quite bad endings that our current ways of being – with each other, and with the planet – seem to guarantee. By the end of this course, you will be able to recognize and describe the conventions used to establish norms and police plausible outcomes in a range of contemporary literary genres, and you will have developed the analytical and argumentative skills you will need to advocate for the alternative endings you'd like to see for the stories we've already set in motion. Please note that this course will require a significant amount of work in small groups or partners.

**Course learning outcomes**

Upon successful completion of this course, you will also be able to:

- Prepare a close reading of a literary text using appropriate critical terms;
- Use creative writing and metacognitive reflection to deepen your analysis of literary texts;
- Use constructive feedback to effectively revise your argumentative writing;
- Identify questions that will inspire meaningful conversations about literature with your peers; and,
- Organize your time outside of class to meet assignment deadlines and make the most of the academic supports available to you as an undergraduate student at the University of Calgary.

**Learning technology requirements**

There is a D2L site for this course that contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)). All assignments will be submitted electronically through this D2L

website, so students will need to have regular access to a computer throughout the term. In order to fully participate in class discussion, students will also need to either print or arrive with access to an electronic copy of all readings posted on D2L.

## Required readings

The following texts are available at the University of Calgary Bookstore in print and (where available) e-book formats:

- Miller, *Incident at Vichy* (Penguin)
- Kinkaid, *Annie John* (Farrar)
- Bacigalupi, *The Windup Girl* (Nightshade)
- Rice, *Moon of the Crusted Snow* (Jaguar)

Additional required readings by Thomas King, Adrienne Rich, Angela Carter, Ursula K. Le Guin, Toni Morrison, Craig Raine, Harryette Mullen, and Ted Chiang are posted on D2L.

## Recommended readings

You may also find the following reference guides useful: M.H. Abrams, *A Glossary of Literary Terms* (7<sup>th</sup> ed. or later), and *MLA Handbook for Writers of Research Papers* (9<sup>th</sup> ed.). Both are available at the University of Calgary Bookstore.

## Assessments and Evaluation

<i>Assignment</i>	<i>Due date</i>	<i>Weight</i>
<b>Writing Assignments</b>		
Reading Journal (500 words x3)	Sept. 16, Sept. 23, Sept. 30	15%
Thesis, Outline, Questions & Consultation	Oct. 10-14	5%
Close Reading (1000 words)	Deadline #1: Oct. 21 Deadline #2: Nov. 4	20%
Alternative Endings: Creative Assignment & Critical Reflection (1500-1750 words)	Nov. 25	20%
<b>Participation &amp; Reflection</b>		
Reading Lab & Reflection (2.5% x2) (250 words)	See syllabus for lab dates	5%
Sparking Group Presentation	TBA	10%
In-class participation	Every day!	5%
Learning Portfolio	Dec. 9	20%

## Grading Scheme

### Introduction to Contract Grading

As you will discover over the course of your undergraduate degree, grades can communicate many things. For instance, grades are relatively good at providing feedback on how well your work meets a

certain external standard; they are also good at creating ranks, or helping you understand how your work compares to others. Over the last few decades, however, research in teaching and learning has consistently demonstrated that conventional grading systems also have downsides: they tend to advantage students who already know a lot about a subject or skill before the evaluation period begins (compared, say, to students who learn a lot about the subject or skill over the course of the term), and the hierarchies they establish tend to discourage risk-taking and experimentation. (If you'd like to learn more about this, Blum's *Ungrading* (2020) collects a number of useful articles.) The seeming objectivity of numerical grades also naturalizes something that is in fact an open question: what is the purpose of a university course? Is it, in fact, to rank your work relative to others and introduce you to an externally defined standard of evaluation? Or is it to give you a container and the tools to interrogate that project, and space to consider what other learning goals might be more appropriate to the situation of the present? Since one of the objectives of this course is to invite you to identify and interrogate the conventions used to establish norms in literary studies, the assessment scheme of this course will also differ from the conventional grading model.

In this course, you will determine your grade on each assignment by fulfilling a contract; as you'll see below, the contract will set out in advance the requirements for a letter grade in each range for each assignment, as well as the penalties for not fulfilling the terms of the contract. If you complete the work required for a specific grade set out on the contract (and here, 'Complete' refers to work that meets all the criteria set out below), you will get the grade that follows.

This means, of course, that grades in this course will mean something slightly different than they do in courses that use a different grading model, and they won't be especially helpful if you want to compare the scores you've received to the scores of other students in this class. What I hope this system will do, however, is free you from concern about what one particular reader (for instance, your instructor) thinks about your work, and allow you to focus instead on clearly defining your own learning objectives for each assignment, and then reflecting on how well you think you met those objectives.

If you are concerned about how you will know whether the assignment you have prepared will be considered 'Complete', or how you will know whether the learning goals you've set for yourself are appropriately ambitious, please rest assured that you will receive lots of guidance to this end. The instruction sheets for each assignment are detailed, and they include both information about what constitutes acceptable work on each assignment and a list of the criteria I will use to assess your work. Along with each instruction sheet, you will also have a self-assessment checklist that you can use to make sure that your submission includes all the features it needs to meet the assignment's requirements, and that too will be written in the same terms that I will use to assess your work. Once during the term, you will also have the opportunity to submit your work for peer review, which will give you both a chance to compare your own work to one of your peer's responses to the same instructions, and also an opportunity to see how well your work appears to meet those requirements through someone else's eyes. Finally, you will receive written feedback from me on your writing – but that feedback, as well as any peer feedback you will receive, is untied from your grade. If you successfully complete the assignment according to the terms set out on the contract for a certain grade range, you will receive the grade defined by the contract.

This arrangement will ask us to trust one another. I trust you to set meaningful intentions for your work in this course, to take the opportunities for self-reflection seriously, and to complete the coursework you undertake in good faith and to the best of your ability. However, if this system causes you more anxiety than it alleviates, please make an appointment to come see me to discuss your progress. If you are ever worried about your grade, your best strategy will be to do the readings, join in our in-class discussion, complete the assignments, and visit my office hours – but I do also want to make sure that you feel supported in meeting your own learning goals for this course, so I hope you will not hesitate to get in touch. I know this assessment scheme is likely to be unfamiliar to many of you, and so may feel like a bit of an experiment. I look forward to undertaking this experiment together – and I appreciate your trust in me.

## Assignment Details

Below, please find a brief description of the assessments set for this course. Note that full instruction sheets and assessment criteria will be posted on D2L at least two weeks before each assignment is due.

### Writing Assignments (60%)

#### Reading Journal (15%)

'Close reading,' a critical tool for analysis in literary studies, describes a way of reading that attends not just to what a text says, but also to how it goes about saying it. For this assignment, you will practice this skill three times: once to examine any aspect of any course text you choose, once to explore the effects of genre on a text's argument, and one more time to look more closely at how the same formal feature can work differently in different contexts. For each Reading Journal entry, you will write approximately 500 words to summarize the course text, identify an interesting formal element of that text, and then pose a question about the possible effects of the formal feature you've identified.

There are four possible grades for each entry you submit for this assignment: Excellent; Complete; Needs Improvement; and Missing/Incomplete. The criteria for these grades are set out in the rubric below. Note that each of these entries is worth 5% of your overall grade, so taken together, this assignment is worth 15% of your grade for this course.

Excellent	Complete	Needs Improvement	Missing/ Incomplete
Entry meets all of the criteria for a 'Complete' grade, <b>AND</b> entry includes evidence of additional research on any formal features discussed (e.g. includes quotations from a literary glossary, etc.).	Entry demonstrates a good faith effort to meet the central objectives set out on the instruction sheet for this assignment.	Entry demonstrates a good faith effort to meet the central objectives set out on the instruction sheet for this assignment, but may be missing key components of the assignment (such as quotations from the primary text) or otherwise does not follow the instructions.	Entry does not demonstrate a good faith effort to meet the central objectives set out on the instruction sheet.
Entry addresses a text that has not been discussed in class by the time the submission is due.	Entry conforms to any directions related to the assignment's scope (e.g. length, engagement with primary sources, etc.).	Entry is submitted on time, or within the grace period.	Entry is not submitted on time or within the grace period.
Entry makes a clear and compelling connection between the primary text and other course material.			

**Note:** Submissions within the grace period for each deadline are still considered on time. For details on this grace period, please see 'Submission Guidelines & Late Assignments', below.

#### Thesis, Outline, Questions, and Consultation (5%)

This assignment is intended to help you complete your first major writing assignment for this course.

After you have completed all three of your Reading Journal entries, you will use these notes to decide which entry you would like to develop into a Close Reading essay. Once you have decided which entry you'd like to revise, you will prepare a draft thesis statement, an essay outline, and three questions about the writing process that you would like to discuss with me. Sometime in Week 6, you will bring these materials with you to a brief (15 min.) consultation during my office hours, during which we will

discuss your work in progress. You will choose your own consultation time based on the deadline for the Close Reading assignment that you are using to organize your work. Though I will assess your work for completion, you will also use the self-assessment checklist attached to the assignment instruction sheet to evaluate your own preparation for this consultation.

There are four possible grades for this assignment: Excellent; Complete; Needs Improvement; and Missing/Incomplete. The criteria for these grades are set out in the rubric below. This assignment is worth 5% of your overall grade.

Excellent	Complete	Needs Improvement	Missing/Incomplete
<p>Assignment meets all criteria for a 'Complete' grade, <b>AND</b> supporting documents (thesis, outline, and questions) are submitted via D2L by or before 4:59 p.m. on the day before the consultation.</p> <p>Outline is revised and resubmitted via D2L, along with a brief (&lt;500 words) framing note that describes the rationale for any changes, within 48 hours of the consultation.</p>	<p>Consultation is completed at the scheduled time, and student arrives with a draft of all supporting documents (thesis, outline, and questions) ready to discuss.</p> <p>Supporting documents demonstrate a good faith effort to meet the central objectives of the assignment, as set out on the instruction sheet.</p> <p>Supporting documents are submitted via D2L within 48 hours of the consultation.</p>	<p>Assignment demonstrates a good faith effort to complete the supporting documents and participate in the scheduled consultation, but may be missing key components of the assignment or fail to follow critical instructions.</p>	<p>Assignment does not demonstrate a good faith effort to complete all supporting documents.</p> <p>Student does not participate in a scheduled consultation.</p>

### Close Reading (20%)

For this assignment, you will develop the observations you drafted in your Reading Journals into an argumentative essay. Your essay, which should be approximately 1000 words long, must include both a clear thesis statement and a detailed explication of at least one formal feature of this primary text. Your essay must also engage with counterevidence, or at least one example from the same primary text that adds nuance to your initial interpretation. To be considered complete, your submission must also be accompanied by a self-assessment checklist.

There are two possible deadlines for this assignment. If you wish to receive feedback on an early draft and revise your essay, you must submit this paper by 11:59 p.m. on Oct. 21 (Deadline #1). If you choose this option, your revised version of your paper will be due by Deadline #2. If you are content to receive feedback on only the final draft of your essay, you may submit your paper at any point up to 11:59 p.m. on Nov. 4 (Deadline #2). Note that the late policy applies to both deadlines – so once the grace period for Deadline #1 has passed, the option to use that deadline is no longer available. This assignment is worth 20% of your final grade.

There are four possible grades for this assignment: Excellent; Complete; Needs Improvement; and Missing/Incomplete. The criteria for these grades are set out in the rubric below.

Excellent	Complete	Needs Improvement	Missing/Incomplete
<p>Essay demonstrates a good faith effort to meet the central objectives set out on the instruction sheet for this assignment.</p>	<p>Essay demonstrates a good faith effort to meet the central objectives set out on</p>	<p>Essay demonstrates a good faith effort to meet the central objectives set out</p>	<p>Essay does not demonstrate a good faith effort to meet the</p>

<p>Essay conforms to directions related to the assignment's scope (e.g. length, engagement with primary sources, etc.).</p> <p>Submission includes a completed copy of the self-assessment checklist that is posted along with the instruction sheet.</p> <p>Essay is handed in for Deadline #1, and then substantially revised and resubmitted for Deadline #2.</p> <p>This second submission must be accompanied by a brief (approx. 500 words) framing letter to highlight and describe the effect of any changes.</p>	<p>the instruction sheet for this assignment.</p> <p>Essay conforms to any directions related to the assignment's scope (e.g. length, engagement with primary sources, etc.).</p> <p>Submission includes a completed copy of the self-assessment checklist that is posted along with the instruction sheet.</p> <p>Essay is submitted on time for either of the deadlines for feedback indicated on the assignment's instruction sheet, or within the grace period.</p>	<p>on the instruction sheet for this assignment, but may be missing key components of the assignment (such as the self-assessment checklist) or otherwise does not follow the instructions.</p> <p>Essay is submitted on time for either of the deadlines for feedback indicated on assignment's instruction sheet, or within the grace period.</p>	<p>central objectives set out on the instruction sheet for this assignment.</p> <p>Essay is not submitted on time for either of the deadlines for feedback indicated on assignment's instruction sheet, or within the grace period.</p>
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### Alternative Endings: Creative Assignment & Critical Reflection (20%)

This is a creative assignment. After Reading Week, you will choose one of our course texts and write an alternative ending for it (750-1000 words). You are welcome to depart from, update, or critique the original content and form of the text you choose in any way you like, but it should be easy for your reader to identify which course text you have transformed. Your creative assignment should be accompanied by a brief (750-word) explication. Written in the style of a conventional close reading, this explication should clearly identify what you've changed about the original and how those changes have transformed some key dimension of the text's argument. To be considered complete, your submission must also be accompanied by a self-assessment checklist.

There are four possible grades for this assignment: Excellent; Complete; Needs Improvement; and Missing/Incomplete. The criteria for these grades are set out in the rubric below. This assignment is worth 20% of your overall grade.

Excellent	Complete	Needs Improvement	Missing/Incomplete
<p>Creative submission demonstrates a clear effort to transform both the content and form of the original text.</p> <p>Explication meets all the criteria for a 'Complete' grade, <b>AND</b> explicitly examines the effects of formal changes on the text's overall argument.</p>	<p>Creative submission meaningfully transforms the content of the primary text, but may not make significant changes to its form.</p> <p>Explication demonstrates a good faith effort to meet the central objectives set out on the instruction sheet for this assignment.</p> <p>Submission conforms to any directions related to the assignment's scope (e.g. length, engagement with primary sources, etc.).</p>	<p>Submission demonstrates a good faith effort to meet the central objectives set out on the instruction sheet for this assignment, but may be missing key components of the assignment (such as the self-assessment checklist) or otherwise does not follow the instructions.</p>	<p>Submission does not demonstrate a good faith effort to meet the central objectives set out on the instruction sheet for this assignment.</p> <p>Assignment is not submitted on time, or within the grace period.</p>

Explication includes thoughtful and substantial (500 word) metacognitive reflection on how creative writing differs from close reading as an analytical tool.	Submission includes a completed copy of the self-assessment checklist that is posted along with the instruction sheet.  Assignment is submitted on time, or within the grace period.	Assignment is submitted on time, or within the grace period.	
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## Participation & Reflection Assignments (40%)

### Reading Labs & Reflections (5%)

Twice over the course of the term, you are required to attend a Reading Lab. During this 1-hour lab session (location TBC), we will spend approximately 45 minutes completing the reading assigned for this class and approximately 15 minutes discussing critical reading and note-taking strategies. After the lab, you are required to submit a brief (approx. 150-word) reflection on how your reading practice has changed over the course of the term. Note: there will be two Reading Labs scheduled in each half of the term (for a total of four), and in each half of the term, you are welcome to attend whichever lab suits your schedule. Both your participation and your reflection will be assessed for completion, and ‘Complete’ participation of both components will earn 2.5 out of a possible 2.5 points for each Reading Lab. Failure to complete either component will result in an ‘Incomplete’ grade for that Reading Lab. Altogether, this assignment is worth 5% of your final grade.

### Sparking Group Presentations (10%)

Once during the term, you will be responsible for facilitating a brief (10-15 min.) in-class conversation as part of a Sparking Group. A few weeks before your group is scheduled to present, you should begin to meet outside of class to discuss the readings, and then collectively prepare 2 discussion questions on any aspect of the material assigned for that day. Outside of completing the assigned readings, you do not have to do any extra research to develop your questions, nor are you required to have answers to the questions you raise.

There are four possible grades for this assignment: Excellent; Complete; Needs Improvement; and Missing/Incomplete. The criteria for these grades are set out in the rubric below. This presentation is worth 10% of your final grade for this course – and because this presentation is meant to be a collective effort, each member of your group will receive the same grade.

Excellent	Complete	Needs Improvement	Missing/ Incomplete
Sparking Group presentation meets all criteria for a ‘Complete’ grade, AND presentation makes clear and compelling connections between the assigned material and other coursework.  Sparking Group submits a brief (<500 word) reflection on what went well and what could be	Sparking Group presentation is 10 minutes long, includes at least 2 questions for discussion, and all members of the group clearly participate. At least one question should refer explicitly to a quotation from the primary text.  Sparking Group presentation is completed on the day it is scheduled.	Sparking Group presentation demonstrates a good faith effort to meet the central objectives for this assignment, but may be missing key components of the assignment (such as a quotation from the primary text) or otherwise does not follow the instructions.  Sparking Group presentation is completed on the day it is scheduled.	Sparking Group presentation does not demonstrate a good faith effort to meet the central objectives set out on the instruction sheet for this assignment.  Sparking Group presentation is not completed.

improved about the presentation within 48 hours of the class in which it took place.			
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### **In-class participation (5%)**

This portion of your participation grade will be based on your contributions to our in-class discussion. You will not be penalized for being absent, but just showing up is not a sufficient contribution to the class. Evidence of active and substantial in this course will include: making comments that consistently demonstrate careful thought and creative analysis; listening actively and responding thoughtfully to your peers; contributing to cooperative argument-building by attempting to synthesize discussion and ideas to share during each class. To make the most of our time together, please bring your books with you to class.

There are four possible participation grades available: Excellent; Complete; Needs Improvement; and Missing/Incomplete. The criteria for these grades are set out in the rubric below.

<b>Excellent</b>	<b>Complete</b>	<b>Needs Improvement</b>	<b>Missing/ Incomplete</b>
Miss no more than 3 classes over the course of the term.  Take a leadership role in small group discussion.  Verbally participate in full class discussion about 80% of the time.	Miss no more than 7 classes over the course of the term.  Actively participate in small group discussion.  Verbally participate in full class discussion about 70% of the time.	Miss no more than 10 classes over the course of the term.  Sometimes participate in small group discussion.  Verbally participate in full class discussion about 50% of the time.	An 'Incomplete' participation grade will be given to any student who does not meet the minimum criteria for 'Needs Improvement.'

At the end of term, you will be given an opportunity to reflect on and assess your own participation and recommend an appropriate grade based on the criteria above. I will review and adjust these grades as necessary, but will follow your recommendation as closely as possible.

### **Learning Portfolio (20%)**

This assignment offers you an opportunity to showcase what you have learned over the course of the term. At the end of the semester, you will select 3 objects from the course that significantly contributed to your learning. These objects might include: a passage from one of our course texts; a question posed by one of the Sparking Groups; a paragraph of your own writing that you revised, etc. Using any format you'd like, you will present these objects and explain how they shaped your learning in this course. Along with this portfolio, you will also write a metacognitive reflection on the entire course, emphasizing connections between work you did in and outside of class. Finally, you will present one additional object from your life outside of the course, explaining how you used the skills you learned in class to read it a new light.

There are four possible grades for this assignment: Excellent; Complete; Needs Improvement; and Missing/Incomplete. The criteria for these grades are set out in the rubric below.



Excellent	Complete	Needs Improvement	Missing/ Incomplete
Portfolio meets all criteria for a 'Complete' grade, <b>AND</b> each reflection is comparative, emphasizing similarities and differences between the objects to explain how each shaped your learning.	Each section of the portfolio demonstrates a good faith effort to meet the central objectives set out on the instruction sheet.	Some sections of the portfolio demonstrate a good faith effort to meet the central objectives set out on the instruction sheet, but other sections may be incomplete or otherwise fail to follow the relevant instructions.	Portfolio does not demonstrate a good faith effort to meet the central objectives set out on the instruction sheet for this assignment.
Where appropriate, explication engages research (e.g. reference to literary glossaries, etc.) that demonstrates a significant commitment to learning beyond the terms of assigned coursework.	Assignment is submitted on time, or within the grace period.	Assignment is submitted on time, or within the grace period.	Assignment is not submitted on time, or within the grace period.
At least one of the three course objects refers to something produced by a peer, or generated through class discussion.			

### Grading Scheme

For all assignments other than the Reading Labs, there are four possible grades: Excellent; Complete; Needs Improvement; and Missing/Incomplete.

For each assignment, the terms above can be converted to points using the following scale:

Excellent: A (87% of available points)  
 Complete: B (75% of available points)  
 Needs Improvement: C (65% of available points)  
 Missing/Not Submitted: F (0% of available points)

For example, your Close Reading assignment is worth 20% of your overall grade, or 20 points out of a possible 100. A 'Complete' Close Reading would receive 75% of the available points for this assignment, or 15 out of 20 points.

At the end of term, the points used in this course can be converted to the University of Calgary's four-point Undergraduate Grading System using the following scale:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

Please note that although there are no grades in the D range for individual assignments, the instructor reserves the right to assign a final grade in the D range to any student who earns between 50 and 59% of the overall points available for the course.

Also, according to the University Calendar (F.1), 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, I may use this discretion to round final grades upwards to this mark to distinguish superlative work in all categories of evaluation over the course of the term.

Students are not required to complete all assignments in order to pass the course. There are no extra credit assignments for this course.

### **Late Assignments**

All assignments must be submitted via D2L as either a Word document (.doc) or PDF (.pdf) by or before 11:59 p.m. on the day that they are due. Because the grades for this course are tied to the completion of particular assignments, assignments that are not submitted on time are considered 'Incomplete.' This policy exists to ensure that I have enough time to provide you with useful feedback before your next written assignment is due.

For each assignment, however, please note: there is a grace period of ONE business day following the stated deadline, after which point the assignment will be considered incomplete. You do not need to notify me if you intend to use this grace period, but there are no additional extensions. We are, however, still in the midst of a global health crisis – so in the case of serious illness (or any related complications or isolation requirements, etc.), please email me as soon as possible to discuss an alternate submission date. Late papers should also be submitted online as a Word document (.doc) or PDF (.pdf).

### **Accommodations and COVID-19**

The risk from COVID-19 remains very real. Given that, my decisions about accommodations this semester will be guided by the following principles:

- Health and wellbeing – yours, your families', and mine – are my first priority;
- Our classroom needs to feel like a physically safe place before we can begin our intellectual work; and,
- Fairness means taking students' circumstances into account.

We will need to work together to try to keep one another healthy. If you have not yet been fully vaccinated for COVID-19, I strongly encourage you to do so. It will help keep us all safe. You are also always welcome to wear a mask in class or during any of our Reading Labs.

If you or anyone in your household is feeling ill, ***please do not come to class***. If the class you must miss includes an important deadline (your Sparking Group presentation, for instance, or a Reading Lab), please contact me as soon as possible so that we can arrange a fair accommodation. Note that classes missed due to illness will not affect your participation grade.

Accommodations for other emergencies and acute illness, as well as accommodations on protected grounds (including but not limited to race, colour, ancestry, place of origin, religious beliefs, gender — including pregnancy and gender identity, marital status, family status, source of income, and sexual orientation) will be addressed in accordance with University of Calgary policy (see <https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>).

### **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 dissatisfaction with a grade is not sufficient grounds for an appeal.

### **Academic regulations and schedules**

Consult **the University Calendar** for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities.

## **Course Policies & Guidelines**

### **Acknowledgment of Traditional Territories**

I am grateful to be teaching and learning with you on the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Moh'kins'tsis," which we now call the City of Calgary.

### **Respectful Classroom Conduct**

In order to create an atmosphere conducive to respectful conversation and the free exchange of ideas, please be considerate of your peers. We expect you to arrive on time and prepared for our synchronous meetings, to keep from interrupting one another, and to give your full attention to the discussion. Rudeness, derogatory language, or personal attacks are not permitted, and racist, sexist, ableist, homophobic, transphobic, or otherwise inflammatory remarks will not be tolerated. If you have any concerns about the class, or about your ability to fully participate in any part of it, you are always welcome to make an appointment to meet with me during office hours.

Also, you are welcome to take notes on a laptop, but please be mindful about your use of electronic devices in class. Checking social media sites, sending personal messages, and participating in other online activities unrelated to class distracts both you and the people around you – so unless the whole class has been asked to log on to D2L as part of a specific course activity, please use your laptop only for word processing or accessing our readings, and keep your cell phone in your pocket or your bag.

### **Talking (and Writing) About Difficult Subjects**

Some of the texts assigned for this course – and many of our in-class discussions – will ask you to think critically about the literary treatment of racialized violence, sexual coercion, and other forms of structural violence and oppression. If you find this work especially uncomfortable, or you would like to talk privately about how literary critics learn to engage with material that we find personally difficult to read, I hope that you will visit my office hours. In the meantime, please remember that each member of our course will bring different experiences with this material into the classroom – so let's approach each of our class discussions with patience and respect for one another, and do our best to take care of ourselves.

## Office Hours & Email

All updates regarding readings or changes to the schedule will be posted on D2L. Whenever possible, however, I prefer to discuss course business in person during office hours, so I hope you will visit me during the twice weekly office hours that will take place just after our class meetings (Tues. and Thurs., 2:00-3:00 p.m.), or email me to set up an appointment. You will be able to find me in room SS1106 (down the hallway to the left of the elevators).

If you have a brief question about course business that has not been addressed on the syllabus, you are also welcome to email me. Please use your University of Calgary email address and put the course code [ENGL203] in your subject heading to ensure a prompt reply. Note, however, that I do not check my email regularly after 5:00 p.m. or on weekends.

Students are responsible for being aware of the University's **Internet and email use policy**. For additional advice about professional communication, please refer to the resources posted on D2L.

## 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. Advice on adequate documentation can be found [here](#).

## 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.

## 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.

## Student Support

### Accessibility Services

If you have a disability or any other concern about your ability to fully participate in this class, please contact Student Accessibility Services at (403) 220-8237 or refer to **this website** for their hours and location. If you require accommodations related to your coursework based on a protected ground other than disability, the **University Student Accommodation Policy** requires you to communicate this need in writing. If you contact Student Accessibility Services using the information listed above, their counselors can help you process the request and issue letters of accommodation to your instructors.

### Academic and Personal Counselling

University can be a stressful time. If you are experiencing difficulty adjusting to university life, coping with anxiety or depression, or just want help developing good time- and stress- management skills, please contact **the Wellness Centre** to set up an appointment. Alternatively, you can work on your note-taking, essay writing, and exam preparation skills at **the Student Success Centre**.

### Faculty of Arts Program Advising and Student Information Resources

**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>

You can also reach the **Student Ombuds Office here**.

### Writing Centres

Learning to write well is an important part of this course, and I hope to provide you with plenty of support in this effort. If you feel like you would benefit from additional support, however, please consult **the Writing Support section** of the Student Success Centre website for a list of online and workshop writing supports for University of Calgary students.

### English Department Website

For more information about courses, programs, policies, events and contacts in the Department of English, please visit the department's **website**. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals, so you should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website. You can also follow the Department of English on **Facebook & Twitter**.

You can also find the English library and research guide **here**.

### Scribe and Muse Club for English Students

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

### Emergency Evacuation/Assembly Points

In the event of an emergency during our class, please assemble at one of the locations identified **here**. The Scurfield Hall Atrium is the Assembly Point closest to our classroom.

## **“Safewalk” Program**

Day or night, you can contact **Campus Security** at (403) 220-5333 for assistance or an escort through the “Safewalk” Program. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

### **Contact Information**

For notes & emergencies, please collect the contact information for two other members of the class here:

1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_