



## COURSE TITLE: **The Discursive North in Canadian Literature**

<b>Course Number</b>	ENGL 251 – L09	<b>FALL 2020</b>
<b>Faculty / Department</b>	<b>Faculty of Arts/Department of English</b>	
<b>Instructor Name</b>	Christopher Brown	<b>Email</b> christopher.brown1@ucalgary.ca
<b>Instructor Email Policy</b>	I'm happy to reply to brief, specific questions over email and will do so as quickly as possible – usually within the day. Given that some students might not be comfortable (or able) to meet via Zoom, I'll answer emails containing longer or more challenging questions but might take longer for me to respond. Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.	
<b>Office Location</b>	SS1117	<b>Telephone No:</b> 1(306) 531-5788
<b>Office Hours</b>	Wednesdays from Noon to 2 pm via Zoom, or by appointment	
<b>Class Dates/Times/Location</b>	<b>Group A:</b> Mandatory Synchronous Zoom sessions (11-11:50):  Wednesday, September 9 <sup>th</sup> Wednesday, September 23 <sup>rd</sup> Wednesday, October 7 <sup>th</sup> Wednesday, October 28 <sup>th</sup> Wednesday, November 18 <sup>th</sup> Wednesday, December 2 <sup>nd</sup> **Optional** Wednesday, December 9 <sup>th</sup> (last day of classes)	

	<p><b>Group B:</b> Mandatory Synchronous Zoom sessions (11-11:50):</p> <p>Wednesday, September 9<sup>th</sup>  Friday, September 25<sup>th</sup>  Friday, October 9<sup>th</sup>  Friday, October 30<sup>th</sup>  Friday, November 20<sup>th</sup>  Friday, December 4<sup>th</sup>  **Optional** Wednesday, December 9<sup>th</sup> (last day of classes)</p>
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### Course description:

Whether it be geographically, symbolically, commercially, or ideologically, Canada has staked part of its identity within the North long before its national anthem proclaimed the “true north strong and free.” Yet despite Canada’s preoccupation with its own “northern-ness,” its actual northern territories are often misrepresented, caricatured, or forgotten altogether within the scope of the Canadian consciousness. We might have an idea of where is the North, but how often do we ask what, or more importantly, who, is the North? One of the ways we can engage with these questions is through how the North is rendered in writing – what Sherrill Grace calls the “discursive formation of North.” By engaging with texts ranging from early exploration narratives to traditional oral expressions of Inuit storytellers, this course offers a survey of how literatures have responded to the North over the course of Canadian history. While this course aims to introduce students to the kinds of narratives both settler and Indigenous peoples have created to evoke the North, the hope above all is to reflect upon the colonial impact settlers have had upon the North, its land, and its peoples.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment (including, but not limited to, following weekly posts, engaging in weekly forums, watching videos, etc) and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform me in advance (I will likely require an alternative participation activity, e.g., submitting a brief reflection or attending one of the Optional Zoom sessions).

There will be **6** synchronous Zoom sessions throughout the term. Students will be divided into two groups, each of which will meet on alternating days as indicated in the schedule. Each Zoom session will be recorded. Synchronous Zoom sessions are mandatory and will count towards participation. There will also be optional Zoom sessions (dates TBA).

### \*COURSE LEARNING OUTCOMES

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

1. Demonstrate ability to analyze and discuss central issues in the area of communication
2. Use a range of research skills to investigate colonial and settler-colonial processes at work across Canada’s history
3. Demonstrate appropriate social behaviours and knowledge of settler-Indigenous relations when working with peers in class contexts
4. Articulate the impact that settlement and its ongoing structures have had on Indigenous communities

5. Explain reasons that our idea of “the North” is a reflection of ongoing systemic colonialism

#### **REQUIRED TEXTS AND MEDIA:**

*(available at the U of C bookstore)*

- Marie Clements, *Burning Vision* (play)
- Elizabeth Hay, *Late Nights on Air* (novel)
- Tanya Tagaq, *Split Tooth* (novel)
- Richard Van Camp, *The Lesser Blessed* (novel)

*(available on D2L)*

- Samuel Hearne, *Journey from Fort Prince Wales in Hudson's Bay to the Northern Ocean* (excerpt)
- Farley Mowat (selected stories)
- Al Purdy, “Lament for the Dorsets” (poem)
- Richard Van Camp, “the uranium leaking from port radium and rayrock mines is killing us” (short story)

*(films available via D2L):*

- Links will be provided for shorter films available online

#### **LEARNING RESOURCES**

*(available digitally through the U of C library)*

- Sherrill Grace, *Canada and the Idea of North*

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)).

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.

#### **Assignments and Evaluation:**

**\*\*\*NOTE\*\*\*** Any readings assigned for a given week must be read BEFORE we discuss them in class. I have tried to break up longer texts into smaller portions throughout the semester, so although I might not require you to have read an entire novel for any given week, you must at least read to the point I’ve assigned up to.

#### **Grade Distribution:**

Response Paper	(200-350 words)	5%	due Sept. 18
Close Reading #1	(350-500 words)	10%	due Oct. 2
Close Reading #2	(350-500 words)	10%	due Oct. 31

Analytical Essay	(1300-1750 words)	15%	due Dec. 9
Midterm Exam	(via D2L)	15%	Oct. 7-9
Discussion Forums	(5 forums x 4%)	20%	
Zoom Attendance		5%	
Final Exam	(via D2L)	20%	date TBA

***All assignments must be completed in order to receive a passing grade in this course.***

Response Paper: This assignment requires you to write a brief reflection (200-350 words) on some aspect of the Canadian North as it pertains to you. Although this assignment does not require vigorous analysis or argumentation, it does ask for thoughtfulness in your response – be as detailed, introspective, and critical as possible. In other words, discuss how you relate to the North, whether it be through media, history, family ties, etc.

Close Readings #1 and #2: Each of these assignments requires you to write a 1-2 page (350-500 words) analytical response to one of the assigned texts in the course. Using evidence drawn directly from a given text, you will be expected to employ close reading methods to form an argument about some aspect – whether based in character, theme, history, narrative, etc – of text in order to demonstrate critical engagement with ideas and contexts discussed in class. Here, you will have the chance to practice and hone your thesis statement writing abilities for later assignments.

Midterm Exam: In (50 minute) exam accessible through the D2L course homepage, you will demonstrate your engagement with ideas and texts discussed in class. The exam will consist of multiple short-answer questions and one long-answer question. Although quality of writing is important, the emphasis will be on analysis and attentiveness.

*Note: Students will have between 8 a.m. October 7<sup>th</sup> to 11:59 p.m. October 9<sup>th</sup> to access this exam. Once the exam has been initiated, students will have a maximum of 50 minutes to complete it.*

Analytical Essay: This assignment requires you to write a 5-6 page (1250-1700 words) essay which engages with *one* of the major texts discussed in class. The structure of the paper will include all of the essential components of an analytical essay, including an introduction with a thesis statement, body paragraphs which respond to the two to three key points of your argument, and a conclusive paragraph. You may adapt an idea or argument from one of your Close Reading assignments, but it must be revised to show how you've advanced or deepened your initial analysis.

Final Exam: In this long-form exam to be accessed through your D2L course homepage, you will demonstrate engagement with thematic, historical, cultural, and formal ideas discussed in class as they relate to course texts and our larger contextual discussions around the discursive formation of the Canadian North. The exam will consist of multiple-choice questions, passage analysis questions, multiple short-answer questions, and one long-answer question. This exam will be scheduled by the Registrar and will be Open Book.

*Schedule TBA*

Synchronous Zoom Sessions: Over the course of the semester, students will be required to attend a total of six Zoom sessions. Students will be allocated into two groups, with Group A

students attending scheduled Wednesday Zoom sessions and Group B students attending scheduled Friday Zoom sessions. While most of the course material will be accessible asynchronously via D2L, Zoom sessions will offer students a change to ‘speak up’ in class, ask questions about assignments or course material, and engage with their peers. Zoom sessions will run 50 minutes and attendance will count for 1% per session.

Discussion Forums: Over the course of the semester, five different forums will be accessible to students through D2L with questions or open-spaces regarding the most recent texts and themes covered in class. Students must engage with the forum, either by offering an answer to a question, responding to a fellow student’s question or comment, or asking a question of their own. This will allow students to both communicate openly about the texts (along with key terms, concepts, etc) and show that they are actively engaging with course materials. And think quality over quantity: a few thoughtful, in-depth posts are more valuable to your peers than ten replies of a single sentence.

*5 forums worth 4% each; total 20%*

\*\*\*IMPORTANT\*\*\*

- **Dropboxes** will be created within your D2L portal for the submission of all major assignments.
- **Late Assignments** handed in after the submission deadline will face a penalty deduction of **a third of a grade per business day** (from B+ to B, etc). Submissions will not be accepted after **10 days** past a submission deadline.
- **All assignments** should be submitted to the allotted Dropbox, and not to your Instructor’s email. It is your responsibility to keep a copy of all assignments in case of loss by any cause.

## ATTENDANCE AND PARTICIPATION EXPECTATIONS

Although this course is administered online, you are expected to be present throughout the entire semester. On a base level, this means attending each of the Synchronous Zoom sessions, but more broadly speaking, student participation on the Discussion Forums will be a telling sign of their engagement with course materials. Respond to each other, and pay attention to how conversations within your own threads play out – this is best way to build connections with your classmates.

### Additional Regulations:

- Examinations and Tests for weighting of tests during the last 14 days of lecture may not count for more than 10% of the final grade, except in the case of laboratory or oral testing, take home examinations or terminal projects. This rule does not apply in the fall term to full courses. (Calendar, G. Examinations and Tests: <http://www.ucalgary.ca/pubs/calendar/current/g.html>).
- Please note the recently passed (June 10, 2013) departmental regulation: Instructors of undergraduate courses will provide marked feedback on 40% of a student’s final grade (provided students meet posted deadlines) by the following dates: 1) one week before the withdrawal date for half courses; or 2) by the end of the first week of the second term for full courses. Note: Deadlines for the return of work may differ slightly for Spring Term and Block Week courses.
- **Students must be available for examinations up to the last day of the examination period**  
**December 12 – December 23, 2020.**  
<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

## 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>

## USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices 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, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

## 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.

**Grading system:** This course will use the four-point grading system as outlined in the University of Calgary's academic Calendar. Rubrics will be posted on D2L for each assignment.

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, 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.

**A range: Consistently excellent work**

**B range: Consistently good work**

**C range: Consistently average work**

**F range: No credit**

- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>  
<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html>
- There is no D- grade.

### **Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **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. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

<http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

**English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students 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.

**Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

**Library and Research Support:**

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: [maboymd@ucalgary.ca](mailto:maboymd@ucalgary.ca).

Find The English Pages research guide here:

[https://library.ucalgary.ca/sb.php?subject\\_id=52619](https://library.ucalgary.ca/sb.php?subject_id=52619)

**Follow the Department of English on Facebook & Twitter:****Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**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 form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

**Student Accommodations:****ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

[ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.



**Emergency Evacuation/Assembly Points:**

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

**Freedom of Information and Protection of Privacy Act:** <http://www.ucalgary.ca/legalservices/foip>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

**Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The new Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at

[ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

**\*RESEARCH ETHICS (if 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.

**\*INSTRUCTOR’S INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and 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 typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**\*COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

**\*MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students: [https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

### **\*Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

### **\*Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

### **\*Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

## **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

## **\*OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- 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):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference – please participate in USRI Surveys."

## **PLAGIARISM**

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:
  - a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
  - b) parts of the work are taken from another source without reference to the original author,
  - c) the whole work (e.g., an essay) is copied from another source, and/or,
  - d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see

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

## **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar; <https://www.ucalgary.ca/pubs/calendar/current/k-2.html>

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately

to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

Updated Jan 2019