



COURSE TITLE: The Joys of Reading: Short Stories, Novels, and a General Introduction to Literary Criticism for Non-English Majors			
Course Number	ENGL 253.01 L02		FALL 2020
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	Christian Olbey	Email	cwolbey@ucalgary.ca
Instructor Email Policy	For example: 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.		
Office Location	SS1022	Telephone No:	403-220-8176
Office Hours	1 hour per week via Zoom		
Class Dates/Times/Location	Aynchronous - No designated synchronous class meeting times. Class runs from September 8 - December 9. There is a registrar-scheduled final exam in this course		

Course description:

English 253 Studies in Genre

A study of the conventions of the short story, with emphasis on close reading and critical writing skills. Includes the study of at least one text by an Indigenous author.

Some time long ago Aristotle, thinking deeply about the reasons for the peculiar power that literature and stories hold for human beings, wrote that a major reason lay in their power to “both delight, and instruct” their audience and in this course we will explore how the critical reading of stories can put Aristotle’s claims to the test. This course will give students a firm grounding in the type of work done in English departments which is called “literary criticism”. The short story form will enable students to engage a range of stories from a wide selection of writers that share a variety of human perspectives.

This course is designated as “asynchronous”. This means the student is not required to attend any scheduled online synchronous classes. Students will work through a variety of course materials accessed through the D2L platform for this course. These materials will include discussion boards, written lectures questions and prompts, recorded video lectures, links to relevant supporting information, and the opportunity to participate in synchronous discussions via Zoom (note: these discussions will be recorded and posted to D2L so that students unable to attend can access them according to their own timeline). The course will be divided into 4 segments or modules designed to develop the key course objectives regarding critical reading, thinking, and writing. These modules will divide the course into quarters approximately three weeks in length. Each module will have its designated assignments. While there is some flexibility for students regarding time within each 3 week segment, assignments must be completed by their assignment due dates, and after the class is finished with a module it will be

effectively closed in terms of graded assignments. This means that students must progress through the course in a timely manner since students will not be able to submit assignments from earlier modules later in the course. For example, a student who does not submit exam #1 on the due date in the first module, cannot submit that exam in module 3 or 4. Furthermore, a student could not complete the course in for example the last two weeks of the course by going back and handing in earlier assignments. This course will also utilize a graduate teaching assistant who will participate in grading assignments, discussion board management, synchronous Zoom meetings, and possibly contributions to course content

This course will take place **online** via Desire2Learn (D2L) and optional Zoom sessions. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and some scheduled Zoom session tutorials. Any Zoom session tutorials will be posted for 48 hours after they have taken place , while student contributions to D2L discussion boards can be made asynchronously within the structured timeline of the course. Note this course will proceed through modules and while students will have flexibility regarding time within these sections, assignments must be completed and submitted within firm time guidelines which will be clearly indicated in the course schedule.

COURSE LEARNING OUTCOMES

Successful students in this course will learn, develop, and expand their abilities in regards to the following learning outcomes:

1. The types of knowledge produced in the discipline of English and how such knowledge is produced.
2. What literary criticism is and their ability to critically read and engage literary texts.
3. To communicate their critical readings of literary texts to others in oral contexts.
4. To listen and respond to the critical readings of others in oral contexts.
5. To communicate their critical responses to literary texts in written forms.
6. To translate their critical responses into effective critical arguments.
7. To understand the components of, and to produce different types of academic essays.
8. To develop and expand their writing ability in terms of quality, structure, and content.
9. To learn, develop, and expand students' research skills in the discipline of English.
10. To learn, develop, and expand students' abilities to understand, engage, and utilize scholarly and academic resources to add critical substance to their own work.
11. To engage critical discussions of literature and society with others in online or remote learning environments.
12. To develop and expand their understanding of the literary forms of the novel and the short story.
13. To develop and expand their understanding of how literary theory is used to support critical engagements with literary texts.
14. To develop and expand their understanding of how literary texts provide significant explorations of varying social and historical contexts and of human interactions with those contexts and with other people.

15. To develop and expand their understanding of how literary texts are constructions that help them to learn about 'real life'.
16. To develop and expand the student's abilities for introspection, sustained attention, and meaningful, effective analysis.
17. To develop and expand the student's understanding of the complexity of literary language and literary devices.
18. To develop students' abilities to produce 'close readings' of literary texts.
19. To develop and expand students' analytical ability and creativity.
20. To develop and expand students' attention to their own use of language to produce specific meanings.
21. To develop and expand students' abilities to organize and clearly articulate their thoughts.
22. To develop and expand students' abilities to clarify what they know and believe in both oral and written contexts.
23. To develop students' abilities to produce arguments that can affect the thinking of others.
24. To develop and expand students' abilities to listen and learn from other perspectives, and to share their own perspectives on significant topics and issues with others.

In addition to the technical learning outcomes listed above, students in this course will also have the opportunity to develop and/or expand their abilities to develop thoughtful, nuanced, well-argued, critical engagements in both oral and written forms, with, though not necessarily restricted to, the following subjects in this course:

1. History and different historical contexts
2. Sexuality, Love, and Relationships
3. Social class
4. Gender and gender roles and dynamics
5. Indigeneity (Indigenous literature)
6. BIPOC (Black, Indigenous, People of Color) literature
7. Childhood and Adolescence
8. Colonialism and Postcolonialism
9. Aging and Death
10. LGBTQ literature
11. Race and racism
12. Microfiction
13. War
14. Psychology
15. Power (both individual and social expressions)
16. Resistance
17. Culture and society
18. Myth
- 19. The dynamics of otherness**

Texts and readings:

[required: include a list of the major works and/or anthologies required for the course, both electronic and print; the detailed weekly schedule of readings should be circulated as a separate document]

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

Laura Buzzard and Marjorie Mather. *The Broadview Anthology of Short Fiction (Fourth Edition)*

Any selected supplemental short stories available by links in D2L

*LEARNING TECHNOLOGIES AND REQUIREMENTS

Include any learning technology requirements. Amendments to the academic calendar are currently in discussion to require statements related to learning technology requirements in course outlines. Principles and guidelines for supplementary fees that may be associated with additional technology requirements for courses can be found at: www.ucalgary.ca/calendar-scheduling/supplementary-fees.

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see 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.

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 a minimum of 5 stories in the class. Students may make more posts to any discussion board but can score no more than 2 points per story. 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 once the class has begun their engagement with the next story.

10% Exam #1 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, true and false, fill in the blank questions
- Time: 60 minutes

10% Short Written Explication Assignment (300 words)

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

15% Short Essay Assignment (750 words)

- 3 typed, double-spaced pages (minimum 12pt. Times New Roman or Arial font; Approximately 800 words)
- Three paragraphs which include an essay introduction, a body paragraph, and a conclusion
- Assignment must include the use of a critical secondary source

15% Exam #2

- Multiple choice, fill in the blank, and/or matching questions on course texts and class material
- Time: 60 minutes

15% Final Exam

- Multiple choice, fill in the blank, and/or matching questions on course texts and class material
- Time: 120 minutes (scheduled by Registrar)

25% Long Written Assignment (Minimum 1250 Maximum 1500 words or 5-6 properly formatted pages)

- All options must include references to at least one critical secondary source)

Options:

1) Critical Essay option: minimum 5-6 typed, double-spaced pages (12 pt. Times New Roman or Arial font; Approximately 1250-1500 words)

2) Short Story and Critical Explication option:

-Short Story – Maximum 5 typed, double-spaced, 12pt Times New Roman pages

-Critical Explication – 4-5 typed, double-spaced, 12pt Times New Roman pages

Assignment Information

- There is a Registrar scheduled final exam in this course. Term examination dates are available at the following address: (Calendar, Academic Schedule; <http://www.ucalgary.ca/pubs/calendar/current/exam-schedule.html>)
- Students must be available for examinations up to the last day of the examination period.
- 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 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

There is no specific grade for attendance in this course. However, students should understand that working through the course material in a timely fashion will, in a variety of ways, develop skills and deliver information needed to acquire the learning objectives for this course and to score effectively on assignments and exams. In most cases there is a direct correlation between this level of engagement 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 any tutorial class and on discussion boards since effective participation can be just as much the act of attentive, engaged listening and thoughtful consideration and responding to the perspectives and ideas of others. 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>

GUIDELINES FOR ZOOM SESSIONS

If video conferencing tools such as Zoom or MS Teams will be used during course activities, provide information related to student learning and conduct, and indicate whether these sessions will be recorded.

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::**

- All assignments in this course will receive a numerical percentage grade according to the following scheme:

90 + %	A+	4.0	67 – 69.9 %	C+	2.3
85 – 89.9 %	A	4.0	64 – 66.9 %	C	2.0
80 – 84.9 %	A–	3.7	60 – 63.9 %	C–	1.7
77 – 79.9 %	B+	3.3	55 – 59.9 %	D+	1.3
74 – 76.9 %	B	3.0	50 – 54.9 %	D	1.0
70 – 73.9 %	B–	2.7	0 – 49.9 %	F	0

- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>

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.

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.

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: maboyd@ucalgary.ca.

Find The English Pages research guide here:

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.

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://www.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. 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

***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). 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