UNIVERSITY OF
CALGARY

FACULTY OF ARTS
Department Of English

COURSE OUTLINE

ENGL 253.01 L03: STUDIES IN GENRE: SHORT FICTION
Fall Term 2021
Class Schedule: Zoom meetings on Mondays 9:30-10:45 + asynchronous learning

Instructor	Dr. Rich Cole
Email:	TBA
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Mondays 11:00-12:00 on Zoom

Course description:
A study of the conventions of a genre, with emphasis on close reading and critical writing skills. Includes the study of at least one text by an Indigenous author.

This course will introduce students to the conventions and historical development of short fiction, as well as develop techniques to analyze literature and compose academic essays. Our point of departure will be Walter Benjamin's 1936 article "The Storyteller." We will learn how to locate key passages to evaluate the essay's contentious claim that the art of storytelling has declined in modern times. Is Benjamin correct? Or is he just a painful nostalgic? What does it mean, anyway, to tell a tale correctly? With these questions in mind, we will trace the development of the short story. We will consider its historical manifestations in various cultures and literary traditions. Students will learn how to examine the fundamental mechanisms and procedures common to acts of short storytelling with the aim of defining more closely how the genre reveals character, as well as produces knowledge of events and the social world consistent with its regulation and delivery of narrative information. At the end of term, we will return to "The Storyteller" to test our knowledge and new skills acquired during the semester.

Course learning outcomes:
This course takes seriously writing as a mode of inquiry: a compositional process for making knowledge, not just a clerical process of collecting pre-set answers. Development of the following skills will be prioritized:
1. Advance a written understanding of the elements of short fiction and its historical development.
2. Identify, define, and apply the critical vocabulary relevant to the study of narrative genres.
3. Close read short fiction in a variety of cultural traditions and historical contexts.
4. Learn how to formulate meaningful questions, manageable in scope and specific in focus.
5. Locate, carefully integrate, properly cite, and appraise the usefulness of research materials.
6. Carefully handle evidence to reason toward conclusions about how contiguous events are linked together in the act of storytelling to form a sequence that imposes order, meaning, and structure.
7. Engage in a critical dialogue by representing ideas in writing that communicates complex ideas clearly at the sentence, paragraph, and document level.

Texts and readings:
Selected readings on D2L. The readings include works of short fiction by such writers as James Baldwin, Raymond Carver, Louise Erdrich, Sheila Heti, Nikolai Leskov, and lê thi diễm thúy. We will also read essays that discuss the craft of short fiction by such critics as Walter Benjamin. The readings are included under the content link on our D2L course site. Links will be provided to the materials.

Learning technology requirements:
To successfully engage with the online course curriculum at the University of Calgary, students are required to have access to a computer with a supported operating system, a current internet browser, a broadband internet connection, as well as a webcam and microphone (built in or external). Follow this **link** for IT guidance and helpful tips for Zoom meetings. English coursework will require a word processor. University of Calgary students can download and install Office 365 at no additional charge; to do so click this **link** and scroll down.

Assessments and Evaluation:
Keyword Assignment (15%)
Ethos-Pathos-Logos Assignment (25%)
Discussion Board Posts (10%)
Research Essay Project (30%)
Registrar-scheduled Final Exam (20%) (The exam will be a timed assessment)

There are no extra credit assignments in this course.

Keyword Assignment (350 words)
For this first assignment, you will practice one of the most essential skills of academic writing: how to define your terms of engagement to convincingly examine a topic. You will be required to look up a keyword in the *Oxford English Dictionary*, summarize the definition(s) in your own words, and apply it to read one passage of a short story discussed in class. I will provide you, in advance, with a selection of keywords to choose from for this assignment. The paper must have a title and be double-spaced. You will be expected to use MLA format for in-text quotations, and you will be required to include a Works Cited page. You will be assessed on your ability to carefully select this term to address a specific theme represented in the chosen passage, to organize your ideas around a central argument, and to provide sufficient textual support for your analysis. No other secondary sources are required.

Ethos-Pathos-Logos Assignment (600 words)
In this assignment, you will assess the communicative style of one character's dialogue by breaking speech down into the three parts of the rhetorical triangle: ethos, pathos, logos. Choose any text on the course schedule before the assignment deadline that contains a notable sequence of dialogue (excluding the story chosen for your Keyword Assignment). In three separate paragraphs, investigate how the speaker tries to convince/persuade someone else of one central point by examining their rhetorical appeals to ethos, pathos, and logos, respectively. Quote often. Format your document in accordance with MLA guidelines and include a Works Cited page. Provide an original title.

Discussion Forum
To encourage a community of learning practice, and build our collective knowledge of the course texts, students in this section will be assigned five discussion prompts over the course of the term. You will write a formal discussion post of at least 150 words in response to a question or prompt, and then

respond to a classmate's post in at least 100 words. **Discussion forms will lock at 11:59 pm on the due date, and there will be NO opportunity to make up these posts.** It is important to check before posting to ensure your statements are free of grammatical errors and in accordance with the guidelines of student conduct for maintaining a positive and productive learning environment. Students are encouraged to post well in advance of deadlines to avoid technology issues. Discussions will be graded at the end of term using the following criteria:

- A grade: Student fully completes all 5 posts and responses, using correctly cited textual examples.
- B grade: Student fully completes 4 posts and responses, using correctly cited textual examples.
- C grade: Student fully completes 3 posts and responses, using correctly cited textual examples.
- D grade: Student fully completes 2 posts and responses, using correctly cited textual examples
- F grade: Student fully completes 1 or fewer posts and responses, using correctly cited textual examples.

Students who post entries with major errors in textual citations will not receive credit. A major error includes missing quotation marks around borrowed words or not including in-text parenthetical citations. Students who post entries with minor citation errors (i.e. incorrect punctuation) may be asked to resubmit with changes directly to the instructor. If resubmission is not completed in the time frame specified by the instructor the student will not receive credit for the post.

Research Essay Project (1100 words)

This final research project will require you to develop an argumentative essay about one of the primary readings on the syllabus. I will provide you with a selection of essay topics. You cannot choose to research the same text that you focused on for the first two assignments. Barring that, you are welcome to expand on one of your Discussion Forum posts. Your essay must have an original title and be double spaced. You will be required to have at least three body paragraphs that each include readings of the primary text. In addition to demonstrating textual analysis in each body paragraph, you will be asked to incorporate some aspect of one literary critic's analysis of the same text, relevant to your argument, into your discussion. There are numerous ways to engage with a critic, but for this class consider including a very brief synopsis of the critic's argument and show how this approach supports, partially supports, or differs in some way from your own interpretation of the primary text. Your paper will be assessed on the grammar, clarity, and structural organization of the argument as it prioritizes the development of a point-by-point method of investigation that thoughtfully handles evidence to reason toward a cogent set of conclusions. Your paper must accord with MLA guidelines and include a Works Cited page.

Registrar-scheduled Final Exam

The final exam will consist of a combination of short answer and essay questions. The exam will be a timed assessment. Final exams cannot be accepted after the deadline. Students must be available for examinations during the entire exam period of December 13-22.

Assignment Submission

All assignments must be uploaded electronically as PDF documents to the D2L online system.

Late Assignment Policy:

Assignments submitted after the deadline will be penalized with the loss of a third of a letter grade (e.g., B- to C+) for each calendar day (not class meeting) that the assignment is overdue including weekends. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor. Final exams cannot be accepted after the deadline. The only exception to the policies

listed above is for extenuating cases for which the Office of the Registrar grants a student's request for deferral. See section below for the submission process for an Application of Deferment of Term Work.

Attendance and participation expectations:
Participation is critical in this course as it combines asynchronous lectures with a format in which students come together on Zoom to articulate and refine their responses to the course material through extensive discussion. Discussion forums will assist in motivating students to stay on top of the readings, and to help our discussions move well beyond basic plot summary to intensive critical analysis. Zoom meetings will not be recorded. The instructor is not responsible to provide notes to those who miss the Zoom meetings. Students who miss lectures or meet-ups assume the risks involved (i.e. the loss of information an instructor might provide to students for successful completion of assignments, course schedule and reading list changes announced in class, assignment submission information, etc.)

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

Policy on use of electronic devices:
The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy. The final exam is open book in nature, and access to electronic devices is permitted.

Grading System:
The following grading system will be used in this course. I will use a combination of percentages and letter grades.

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), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams falls between the two letter grades.

A student need not receive a passing grade on any particular assessment in order to be eligible for a passing final grade.

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

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

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

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

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

Scribe and Muse Club for English Students:
The Scribe and Muse Reading and Writing Club fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

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

Academic regulations and schedules

Student Academic Accommodations:
The Student Accessibility Services website is available here. University accommodation policies can be found at the following links:
https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html
https://www.ucalgary.ca/pubs/calendar/current/b-6.html
https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html

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

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

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

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

Other important information:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Universal Student Ratings of Instruction (USRI):
Please participate in USRI Surveys toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.

ONLINE Delivery Course Requirements

This course will take place **online** via Desire2Learn (D2L) and Zoom. Synchronous (live) Zoom meetings are scheduled biweekly on Mondays. Asynchronous (streamed video) lectures on D2L will be accessible each week on Wednesdays and will contain powerpoint slides on the readings. To engage fully with the course materials, and to hone your reading and analytical skills, students are encouraged to read the assigned texts in advance of watching the asynchronous video lectures, and to watch these lectures in full before attending our synchronous Zoom sessions. To succeed in your coursework, some key strategies are attentive listening, noting important terms, concepts, and analytical approaches, and/or writing a concise and articulate discussion summary. Track focus and depth. In addition to keeping comprehensive notes, students are encouraged to keep up with the Discussion Forum posts on the reading materials and to carefully follow all instructions for assignments.

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. Please note that Zoom meetings will not be recorded and summaries of class discussion will not be distributed to those who miss meetings.

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. Materials presented in Zoom meetings, including any teaching materials, must not be shared, distributed or published without the instructor's written 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/ .

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.). Please ensure that your microphone is muted when joining meetings and when not speaking in the meeting. Please use the raise hand function to request permission to share a comment or ask a question.