



COURSE TITLE:			
Course Number	English 253.02		FALL 2020
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	Neil Surkan	Email	neil.surkan@ucalgary.ca
Instructor Email Policy	All course communications must occur through your @ucalgary email. I will respond within 48 hours.		
Office Location	N/A	Telephone No:	Email me to schedule a Zoom Call.
Office Hours	After Class MWF or By Appointment		
Class Dates/Times/	Monday: Full Class Lecture on Zoom (1:00-1:50PM) Wednesday: Tutorial Class #1 (1:00-1:50PM) Friday: Tutorial Class #2 (1:00-1:50PM)		

Course description:

This course will teach you to critically analyze poems as you familiarize yourself with this demanding and rewarding literary genre. It introduces you to a multiplicity of poetic forms across history in order to explore the way contemporary poets challenge, renovate, honour, reject, and explode the poetic traditions that came before them. We will read and listen to poems that play on the boundaries of meaning. We will make note of phrases and ideas that have, over time, become embedded in our everyday language. We will celebrate solemnity, bewilderment, slyness, and ecstasy. In our distracting, precarious contemporary moment, with its infinite inundations of tweets, tags, DMs, and swipes, our attention has become one of our most precious resources. Reading poems – especially reading poems in order to write critically about them – requires your full attention and, as a result, challenges you to become a better listener and reader, a more precise speaker and writer, and a more sensitive community member, neighbour, and friend.

By the end of this course, you will be able to formulate answers to the following questions: Who is speaking in this poem? Why was this poem written in its particular form? How are two or more poets responding in similar or different ways to a particular event? What is the effect of a poem having been written from a particular point of view, from a particular body, from a particular experience? What can a poem teach us about the language we use today to express a feeling of loss, to relate to land, to tell a story, to theorize, to memorialize, or to comfort a loved one?

COURSE LEARNING OUTCOMES

In this course, students will learn how to

- 1) Analyze (or, “close read”) a poem, which, among other things, depends on the understanding that a text is constructed, and not simply a reflection of reality. Who is speaking in the poem? Who/What is being addressed? What is the effect of the poem’s form? *How* does the poem *mean*?
- 2) Apply a range of technical terms and critical tools with which to interpret texts representative of the genre of poetry.
- 3) Develop a strong, well-supported, clearly written, effectively argued academic essay, by writing in stages toward a complete composition.
- 4) Demonstrate proper documentation in order to avoid plagiarism.
- 5) Apply effective library research skills: how to search for, locate, and evaluate the usefulness of reference works, books, and articles (both electronic and print); how to use print and online resources responsibly and thoughtfully.
- 6) Engage with and respond to other scholars by writing an assignment that asks them to respond to at least two critical texts.
- 7) Compare and contrast poems that share themes and/or forms.

Online Course Format

This course will take place **online** via Desire2Learn (D2L) and Zoom. Students are expected to attend **TWO** synchronous sessions per week. (*See the diagram below*)

Monday will be a full-class lecture.

HALF of the class will meet on **Wednesday** and **HALF** of the class will meet on **Friday** for tutorial-style sessions, in which you will be expected to discuss texts and complete activities in pre-assigned small groups with your peers in Zoom’s Breakout Rooms. **You will be assigned a tutorial and small group on D2L.** Students may **only** attend their assigned tutorial.

To best succeed in the course, students must attend Monday’s full-class lecture on Zoom, as well as their **designated** tutorial-style class (**either on Wednesday or Friday: I will teach the SAME material in both classes**).

WHOLE CLASS

Meets **Mondays**
1-1:50PM on Zoom



HALF the Class

(Pre-Assigned on D2L)

Meets **Wednesdays**
1-1:50PM on Zoom



HALF the Class

(Pre-Assigned on D2L)

Meets **Fridays**
1-1:50PM on Zoom

The LINK along with the PASSWORD for each Zoom class will be posted in the Announcements Section on D2L. Arrive in the session at least two minutes before class starts.

Participation in the asynchronous learning tasks using the D2L learning environment will also be vital to achieving a high mark in the course.

When unable to participate live due to a time difference or unforeseen circumstances, inform me in advance, watch the day's recording, and ensure you have met the requirements in the schedule.

Detailed Information on ZOOM SESSIONS (from the University):

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.

ZOOM ETIQUETTE for ENG 253

1. Students are strongly encouraged to turn their cameras on during full-class sessions. It is expected you will turn your camera on when you meet with your small group.
2. Students must mute their microphones when they are not speaking.
3. If you choose to use a “background” on Zoom, make sure it is appropriate and not distracting to your peers.
4. Students are expected to comport themselves professionally and respectfully during class sessions.

GENERAL COURSE 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>

TEXTS and READINGS

The following TWO books are required for this course. Both are available at the University of Calgary Bookstore. Order them ASAP. <https://www.calgarybookstore.ca/default.asp?>

Strand, Mark and Eavan Boland. *The Making of a Poem*. Norton, 2001.

Zapruder, Matthew. *Why Poetry*. Ecco, 2017.

All other course readings will be available online, with links provided on the course D2L site, from websites such as *The Poetry Foundation* and *Poetry in Voice*.

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).

In order to successfully engage in their learning experiences in this course, students 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

NOTES:

- i. All assignments should be submitted in the appropriate dropbox on D2L. Take a screenshot of every submission and discussion post in case there is a discrepancy.
- ii. All assignments are not required to be completed in order to pass the course.
- iii. Unless otherwise noted, all assignments must be submitted by 11:59PM of their due date.
- iv. Late assignments will be penalized with the loss of a third of a grade (an A- to B+) for each day (not class) that the assignment is overdue. Assignments submitted more than a week after their due date will not be marked without prior consent from the instructor.
- v. Emails regarding an assignment will not be answered in the 24 hours before its due date.
- vi. Assignments must be submitted as Word Docs or PDFs.

1. Participation: 15%:

A. D2L Discussion Questions and Responses to Peers: 10%

You will be assigned a Small Group in your weekly Tutorial Class. Each week, you will find a discussion thread on D2L dedicated to your small group.

QUESTIONS:

Three times over the course of the term, post a question BEFORE Sunday at Midnight (in preparation for Monday's class) in your Small Group's discussion thread. Your question should be between 50 and 100 words. You may only post one question per week (it is up to you which weeks you post a question). For each of your three posts, based on the assigned readings for the week, write

- i. A line, phrase, or image that jumps out to you (and why)
- ii. A question you have about that line or the poem/essay/chapter as a whole

RESPONSES:

Over the term, students will be required to respond to SIX questions from other students by the Friday of the week they were posted. Your responses should be between 50 and 100 words. You may choose which six weeks you will post, but you may only respond to one question per week. **NOTE:** If no one posts a question in your group on a given week, you may respond, instead, to a question raised in class by a peer or by me. You **MAY ONLY** choose this option if no one posted a question.

- i. Write a response to the student's question that engages with their opinion/reflection
- ii. Add another image/line/phrase OR another poem that comes to mind **IN RELATION** to the line/phrase/image the student picked.

Sunday at Midnight:

Your QUESTION about a
Line or Text

(3X this term)

**Friday at Midnight:**

Your RESPONSE to a
Peer's Question

(6X this term)

A note on HOW your posts are graded:

Posting nine times does not guarantee you 100%: your posts are graded based on their quality. Be sure to follow the structure outlined above, and to be *as specific* as possible. Don't just ask, for instance, what your group members "think." Share what you think about the material you've chosen.

B. Other Ways to Participate in this Course

Over the course of the term, there will be opportunities for you to share, in Discussion Threads on D2L, the personal ways you are engaging with the course material. These opportunities may include (i) a chance for you to photograph your handwritten annotations of one of the assigned readings, (ii) a chance for you to share your own links to poems being performed/read online, (iii) a chance for you to share a song or film clip that you think relates in some way to the poems we are discussing, (iv) a chance for you to share proof of your attendance at an online poetry reading, (v) a chance for you to share a screenshot or photograph of a poetry magazine you are reading in addition to the course material, (etc).

At the end of term, submit in your participation portfolio screenshots of all the instances in which you engaged with these additional opportunities. They will be taken into consideration when you are graded on participation in the course.

C. End-of-Term Participation Reflection: 5%

- i. Compile screenshots of all of your Questions (3) and Comments (6) (along with the dates/times they were posted) in a single document, along with screenshots of the additional ways you participated in the course.
- ii. Write a reflection (MAX 150 words) on your participation in the course, giving yourself a mark out of 10 for your participation in Zoom breakout rooms, D2L discussions, additional participation opportunities on D2L, and Monday's lectures. In short: how did you successfully engage with the course? What would you do differently if you were to take the course again?

2. Short Paper: Writing on Both Sides of the Border: Poem Discussion and Reflection (500-600 words): 15%

The first short paper will comprise the "close reading" of a poem and a personal reflection on its imagery and language.

3. In-Class Style Mid-Term Exam: 20%

Midway through the semester, students will write a midterm exam. The midterm consists of a single essay (approx. five paragraphs) on a poem we have not discussed in class. The poem will share a form with poems we have discussed. Using literary terms, you will write an argumentative essay describing how the poem's form contributes to its meaning. The exam will be available for 24 hours. You will have 75 minutes to write the exam once you start.

4. Research Essay (1500 words): 25%

An argumentative paper of 1500 words, the research essay provides an opportunity for students to practice engaging with critical texts to bolster their own literary analysis. All assignments should have a clear, cogent thesis and be supported by the use of two secondary sources. Sources must be cited using MLA format.

Respond to one of three questions (to be posted on D2L) that compare and contrast poets' responses to a particular theme or issue.

5. Final Exam: Open Book, due on the date of the Registrar-Scheduled Final Exam: 25%

The final exam will be an open book examination.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. However, due to the unpredictable nature of the Covid-19 Pandemic, attendance will not be taken during Zoom sessions. If students miss a class, they must contact the instructor within 24 hours to request the recording of the session.

Your Participation Portfolio (worth 5%) will be your opportunity at the end of the term to reflect on the ways you engaged with the course.

GRADING SYSTEM

Final grades will be calculated via percentages that will then be converted into letter grades. Whenever necessary, grades will be rounded up. See the standardized percentage conversion scale below:

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

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.

“Plagiarism” occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student’s own. Work may include algorithms, code, composition, data, methods, design, formulae, images, indigenous oral teachings, art and ceremonies, organization of ideas, and scientific and mathematical concepts.

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

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 <https://www.ucalgary.ca/pubs/calendar/current/welcome.html>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152 or email adveng@ucalgary.ca. 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:

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

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

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

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

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

“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.