

**FACULTY OF ARTS  
DEPARTMENT OF ENGLISH**

**Syllabus ENGL 265**

**Instructor: Dr. Larissa Lai**

**Session: Winter 2018-19**

**Time: T Th 8:00 - 9:15 AM**

**Classroom: MFH 164 (Lecture)**

**Office: SS1052**

**Office Hours: T 9:30 - 10:30 AM or by appointment**

**Email: [larissa.lai@ucalgary.ca](mailto:larissa.lai@ucalgary.ca)**

**Workshop Leaders/Teaching Assistants**

S01 Paul Meunier	<a href="mailto:pnmeunie@ucalgary.ca">pnmeunie@ucalgary.ca</a>
S02 Mikka Jacobsen	<a href="mailto:mikka.jacobsen@ucalgary.ca">mikka.jacobsen@ucalgary.ca</a>
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S05 Hannah Anderson	<a href="mailto:hannah.anderson@ucalgary.ca">hannah.anderson@ucalgary.ca</a>

Please note that you must attend the Thursday tutorial session that you registered for. This means that you have been assigned a TA. No switches are permitted. If you need help with anything registration related, please visit Karen Preddy in the main English Office on the 11th floor of the Social Sciences Tower, or email her at: [karen.preddy@ucalgary.ca](mailto:karen.preddy@ucalgary.ca).

**General Description:**

This is an introductory course in creative writing. It is intended to give students a few basic tools to begin a creative writing practice and/or to develop and render social an already existing (private/ early stage) one. Topics to be discussed and explored include: perception, drafting, revision, image, detail, figurative language, sound, character, setting, scene, exposition, reflection, voice, perspective, poetry, short story, and personal essay. The focus of the course is on writing as practice, and how to be a strong writing community member. Regular lectures, writing exercises and weekly workshops will constitute the main pedagogical modes. Students are expected to write a lot and read a lot. Basic critique skills will also be taught and practiced. These will serve students well should they wish to take further creative writing workshops in the future. This course will be useful preparation for students interested in a range of genres including poetry, fiction, drama, and non-fiction prose.

**Required Text:**

Pagh, Nancy. *Write Moves: A Creative Writing Guide and Anthology*. Peterborough: Broadview, 2016.

**Classroom conduct:**

Classroom conduct will be guided by the following purposes and values:

- to promote free inquiry and debate
- to act as a community of scholars
- to lead and inspire societal development
- to respect, appreciate, and encourage diversity
- to display care and concern for community
- to act as a community of scholars
- to lead and inspire societal development

In our classroom we seek to create and maintain a positive and productive learning and working environment, that is, an environment in which there is:

- respect for the dignity of all persons
- fair and equitable treatment of individuals in our diverse community
- personal integrity and trustworthiness
- respect for academic freedom
- respect for personal and University property

Students may be expected to read, respect, consider and discuss materials that they find challenging on a number of accounts, whether this is because of sexually explicit content, controversial ideas, or unfamiliar world views. Critical thinking is encouraged. Racism, sexism, homophobia, and classism of any kind will not be tolerated. Please turn off your cell phones before coming in to class. Laptops may be used in the classroom for note-taking purposes only. If you wish to watch a movie or engage in on-line chat, please leave the room to do so.

The email address provided above may be used solely for housekeeping purposes. Any student wishing to discuss substantive questions of any kind must first speak with her or his teaching assistant. If the question or problem is unresolved after speaking with your TA, you may come see me during office hours or by appointment.

**Mark Distribution:**

Exercises (8 exercises x 5%)	40%
Comments (8 sets x 2%)	16%
Final Assignment	30%
In-Class Reading (last day)	4%
Participation	10%

*Note: All assignments must be completed and submitted in order to receive a passing grade in the course, with the exceptions described below. There is no final examination. All work to be discussed by the class must be submitted one week prior to its scheduled workshop in order for it to be considered on time. All assigned readings are mandatory for the course. All assignments are graded by the Workshop Leaders/TAs, except the final assignment. The final assignment is graded by the course instructor, in this case, Dr. Lai.*

**Exercises:**

Students are normally required complete and submit 10 assignments over the term. Each exercise is due by the start of class, one week in advance of the workshop scheduled to address that particular assignment. This is to give your peers a week to prepare their critiques. Length expectation is 1-4 pages unless otherwise specified. This is to enable manageable reading time as well as manageable discussion in scheduled workshops. Even if students are not scheduled to have their work discussed in a given class, they must still submit the assignment for grading by the Workshop Leader. All assignments must be posted online according to your Workshop Leader's instructions.

Each week, you'll be given a broad range of exercise choices from Nancy Pagh's *Write Moves*. Be sure to note which exercise you have chosen when you turn the exercise in. You may, of course, write longer, but if you do, you must edit the pages down to a maximum of 4 pages for submission. This is to respect the reading and critiquing time of your instructors and peers. Your exercise grade will be based on your best 8 out of 10 exercises. This means you may miss or mess up 2 of these without penalty. The trade-off for this leniency is that no late assignments will be accepted, regardless of the reason. For obvious reasons, you may not miss or be late for a scheduled "hot-seat" assignment. If you miss or are late for your own "hot-seat" day, you will forfeit your chance for critique for that round. If you submit all exercises, come tallying time, the lowest 2 grades will be disregarded and your final writing exercise grade will be the average of your 8 best exercise grades. Each exercise is normally worth 5% of your final grade.

**Comments:**

Seminars are structured as workshops. This means that students will take turns offering work for critique, and giving critique to their peers. Each student receives two opportunities to have their work discussed over the course of the term (once in the first half of the course; and once in the second half of the course). Each discussion should last no more than 10-15 minutes (so as to accommodate 4-6 discussions per workshop). Each seminar is divided into two groups (Group A and Group B, each group ideally consisting of 12 students). Each group is physically (and creatively!) present in a workshop every other week (i.e. during alternate workshops). In your off-week, when you are not attending the workshop, you are required to provide written comments online for the pieces under critique. Students under critique for any given week must submit their exercises online by the start of the seminar, one week in advance of its discussion, and commenters must submit all comments online by the start of the seminar in question.

Every week, all students will prepare comments for the 4-6 people on the "hot seat" (ie. up for critique) that week. Each response should consist of 3-5 sentences. The first sentence should say something positive and specific about the piece being critiqued. eg. "Your characterization of the grandmother figure as both loving and avaricious was well-executed." The second sentence should offer a constructive criticism. Eg. "I wasn't entirely convinced by the pub setting because it seemed insufficiently noisy." The third sentence should tell the writer what you learned from them. Eg. "I had never before considered the possibility that a person could murder someone they love." Please note that critiques must be both incisive and constructive. In other words, you are meant to

actually help the person in the hot seat by giving them specific, honest and generous feedback. "I liked it" does not cut it; neither does "You're not a very good writer." Rather, you must comment specifically on what the writer has done well. Eg. "The way you placed the furniture in the protagonist's living room worked really well to illustrate how upset he felt about his boyfriend leaving him." You must also comment on what needs improvement. Eg. "In the dialogue on p. 2, I couldn't quite figure out which character was speaking because they sounded too much alike."

A note as well about receiving commentary, for your day on the hot seat: Do not take your peers' comments personally. Listen quietly and use the comments to improve your writing. You are not required to defend your work. To the contrary, defensiveness is both unproductive and against workshop protocol. You do not have to agree with any of the critique, but keep your disagreement to yourself. Even if you don't agree with the critique, you can still use it to improve your work. As yourself: "Why did that reader respond in that way?" If you don't like the response ask yourself: "How can I improve the writing to foreclose such a response in my next draft?" A wise workshop participant uses the positive feedback to generate energy for writing, and critical feedback to deeply self-interrogate.

Students are marked for the regularity, punctuality and quality of their engagement with the class online, receiving merit for the insightfulness of their observations and the thoughtfulness of their conversation. The workshops provide an opportunity for students to give personal responses and to pose critical questions. Students are marked not only on the quality of each submission, but also on their ability to incorporate any commentary into their practice so as to improve their work throughout the course of the term. As with the writing exercises, your grade will be based on your best 8 sets of comments out of 10. This means you may miss or mess up 2 sets of comments at any point in the term. The trade off for this leniency is that no late comments will be accepted, regardless of the reason. If you submit all ten sets of comments, come tallying time, the lowest two grades will be disregarded and your final grade for comments will be the average of your eight best weekly comment grades. Each set of comments is normally worth 2% of your final grade.

### **In-Class Reading:**

All students in a seminar (i.e. both Group A and Group B) will perform readings of Exercise #11 to each other in the final class. Each reading lasts no more than 2.5 minutes. You are encouraged to debrief the performance with your colleagues after the class. Consider which performances held your attention and why. The grade, however, is predicated upon mere completion. In other words, as long as you are present and do the reading, you will be awarded the 4%.

### **Final Assignment:**

Since the workshop component runs one week behind the lecture component, you will complete two final exercises that you won't have a chance to workshop or submit for grading to your Workshop Leader. Exercise #11 will be used for the In-Class Reading on your last tutorial day. Exercise #12 will serve as your final assignment, due one week

after the end of class in Dr. Lai's office. It should be between 5-7 pages long. It is due one week after the last class, ie. Tuesday, April 16, 2019. Dr. Lai will be available in her office (SS1052) to receive assignments between 3-4pm (ONLY) on that day. If you can't make that time, you may turn the assignment in to the English Department main office (SS1152) earlier on April 16, 2019. This assignment is worth 30% of your grade.

**Participation:**

10% of your grade takes into account the quality of your contribution to the experience of the class through your preparation, attendance, and discussion over the course of the term.

*Note: Please make every effort to submit any assignments and manuscripts directly to the instructor. If you cannot do so, please take your assignment to SS-1152, where the work can be dated and then filed in the mailbox of the instructor. Staff in the office cannot return assignments to students under any circumstances.*

**Grading system:**

University of Calgary's Grading System: A+/A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards if the average of term work 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.

**Late assignment policy:**

Assignments submitted after the deadline will be penalized with the loss of a third of grade (e.g.: A- to B+) for each day late. Weekends count as two days.

**Reading:**

It is your responsibility to prepare critiques every week for your peers in the hotseat.

**Class Schedule:**

**Week 0.5**

Jan. 10 (Thurs.) Workshop: Orientation: All students in attendance. Make sure you attend the section in which you are enrolled.

Homework: Exercise #1: Your choice of any exercise listed under "Your Moves" by Pagh on pp. 23-24.

**Week 1: Why Write?**

Jan. 15 (Tues.) Introduction to the course; Why Write?

Jan. 17 (Thurs.) Workshop: (Workshop experience dry run, all students in attendance.)  
Exercise #1 due at the start of class

**Jan. 17 (Thurs.) Last day to drop Winter Term half courses.**

**Jan. 18 (Fri.) Last day to add or swap Winter Term half courses.**

**Week 2: Practicing Perception**

Jan. 22 (Tues.) Lecture: Practicing Perception

Homework: Exercise #2: Your choice of any one exercise chosen from 4 - 12 listed under "Your Moves" by Pagh on pp. 34-35.

Jan. 24 (Thurs.) Workshop

(First real workshop A, Exercise #1, Group A in attendance, Group B offers feedback online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 3: Drafting**

Jan. 29 (Tues.) Lecture: Drafting

Homework: Exercise #3: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 44-47.

Jan. 31 (Thurs.) Workshop (First real workshop B, Exercise #2, Group B in attendance, Group A offers feedback online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 4: Revision**

Feb. 5 (Tues.) Lecture: Revision

Homework: Exercise #4: Revise one of your pieces from the previous three weeks using as many of the "moves" offered on pp. 59 - 61 of Pagh as seems appropriate to make your piece as strong as you can make it. When it comes time to submit for workshop, submit both the original and the revised versions.

Feb. 7 (Thurs.) Workshop (Exercise #3, Group A in attendance, Group B online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 5: Image, Detail, and Figurative Language**

Feb. 12 (Tues.) Lecture: Image, Detail, and Figurative Language

Homework: Exercise #5: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 77-79.

Feb. 14 (Thurs.) Workshop (Exercise #4, Group B in attendance, Group A online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Feb. 17- 24 Reading Week**

**No classes**

**Week 6: Sound**

Feb. 26 (Tues.) Lecture: Sound

Homework: Exercise #6: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 90-92.

Feb. 28 (Thurs.) Workshop (Exercise #5, Group A in attendance, Group B online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Week 7: Character and Setting**

Mar. 5 (Tues.) Lecture: Character and Setting

Homework: Exercise # 7: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 103-105.

Mar. 7 (Thurs.) Workshop (Exercise #6, Group B in attendance, Group A online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 8: Scene, Exposition, Reflection**

Mar. 12 (Tues.) Lecture: Scene, Exposition, Reflection

Homework: Exercise # 8: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 117 - 118.

Mar. 14 (Thurs.) Workshop (Exercise #7, Group A in attendance, Group B online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 9: Voice and Perspective**

Mar. 19 (Tues.) Lecture: Voice and Perspective

Homework: Exercise # 9: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 130-132.

Mar. 21 (Thurs.) Workshop (Exercise #8, Group B in attendance, Group A online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 10: Writing Poems**

Mar. 26 (Tues.) Lecture: Writing Poems

Homework: Exercise # 10: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 151-155.

Mar. 28 (Thurs.) Workshop (Exercise #9, Group A in attendance, Group B online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 11: Writing Stories**

April 2 (Tues.) Lecture: Writing Stories

Homework: Exercise # 11: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 169-172.

Apr. 4 (Thurs.) Workshop (Exercise #10, Group B in attendance, Group A online)

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Week 12: Writing Personal Essays**

Apr. 9 (Tues.) Lecture: Writing Personal Essays

Homework: Exercise # 12: Your choice of any one exercise listed under "Your Moves" by Pagh on pp. 183-186.

Apr. 11 (Thurs.) Workshop: Class Reading: Exercise #11: Groups A and B both in attendance.

Hot Seat:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Final Assignment (Exercise #12, 2-4 pages) due: Tuesday, April 16: Dr. Lai's Office SS1052: BETWEEN 3-4PM ONLY**

**If you can't make this time, you may drop your assignment in the English Department Main Office earlier in the day: SS 1152**

**Friday, Apr. 12 is the last day to withdraw with permission from Winter Term half courses.**

**There is no final exam for this course.**

**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 <http://english.ucalgary.ca>. 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: [maboym@ucalgary.ca](mailto:maboym@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>

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

<https://www.ucalgary.ca/pubs/calendar/current/i-3.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.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

**Contact for Students Union Representatives for the Faculty of Arts:**

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Contact for Students Ombudsman's Office:**

<http://www.ucalgary.ca/provost/students/ombuds>

**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/n-1.html>.

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

According to the University Calendar,  
<http://www.ucalgary.ca/pubs/calendar/current/j.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.