

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

Fall 2020–Winter 2021

ENGL 302 AB

COURSE TITLE: Introduction to Contemporary Theoretical Practices

Instructor: David Sigler

E-mail: dsigler@ucalgary.ca

Office: arrange for electronic meetings on MS Teams. Book through <https://sigler.youcanbook.me/>

Student consultation hours: Tuesdays from 9:30-10:45; Thursdays from 4:00-5:00, and by other appointment.

Course website: D2L

Course description:

An introduction to a range of contemporary critical practices, such as critical race theory, deconstruction, dialectics, feminism, affect theory, queer theory, and psychoanalytic theory. Includes practice in the application of theory to literary and other cultural texts.

This is a full-year web-based course, spanning Fall and Winter semesters. Students must be enrolled in both ENGL 302A (Fall 2020 term) and ENGL 302B (Winter 2021 term) to take this course. Students receive only one final grade, representing their total work across both semesters. It is an online course, meeting asynchronously throughout the week on Desire2Learn (D2L) but with a live Zoom discussion on Thursdays. Learning will occur in both synchronous and asynchronous contexts—synchronously in Zoom and in office hours, and asynchronously through discussion boards, watching posted video content, and completing assignments. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment as well as the synchronous Zoom sessions. There will be 25 synchronous Zoom sessions, held on Thursday mornings from 9:30-10:45 a.m. Mountain Time, across the Fall and Winter terms of study.

Course learning outcomes:

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

1. Demonstrate their understanding of the relevance and value of theoretical models in literary study;
2. Draw from, or select between, a range of theoretical approaches to shape their analysis of a given literary text, one that uses existing theoretical concepts and arguments,
3. Demonstrate their understanding of current theoretical methodologies by summarizing, critiquing, and using key concepts and arguments;
4. Understand how differences between theoretical frameworks can produce multiple readings of a text;
5. Analyze how intersections of race, gender, class, sexuality, and national or worldwide history can shape literary studies as a field and existing interpretations of texts;
6. formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively, using contemporary theoretical approaches.
7. Work collaboratively with others in developing a theoretically-informed interpretation of a text, or a discussion of theoretical writings;

8. structure a complex and engaging argument;
9. present one's own analysis of a text within the context of a specific theoretical approach;
10. engage in synchronous and asynchronous class discussions and respond meaningfully to them, using textual evidence as support.

Texts and readings:

Required books: None. All readings are available electronically through D2L.

Required electronic texts available via links on D2L:

1. *European Journal of Psychoanalysis* (2020), special forum on "Coronavirus and the Philosophers"
2. Michel Foucault, 'Society Must Be Defended' (2004): "Lecture of March 17, 1976"
3. Giorgio Agamben, *Means without End* (2000), from Part I: "Form of Life" and "What is a Camp?"
4. Jacques Rancière, "Who is the Subject of the Rights of Man?," *South Atlantic Quarterly* 103.2 (2004)
5. G.W.F. Hegel, *The Phenomenology of Spirit* (1808), trans. A.V. Miller, pp. 104-119
6. Judith Butler, *Frames of War* (2009), "Introduction: Precarious Life, Grievable Life," pp. 1-32
7. Slavoj Žižek, "From Politics to Biopolitics... and Back" *SAQ* 103.2 (2004)
8. W.E.B. du Bois, *The Souls of Black Folk* (1903), ch. 1: "Of Our Spiritual Strivings," pp. 1-7
9. Frantz Fanon, *The Wretched of the Earth* (1961), from ch. 1, "Violence," pp. 1-21
10. Achille Mbembe, *Critique of Black Reason* (2013), ch. 2, "The Well of Fantasies," pp. 38-77
11. Marquis Bey, "The Trans*ness of Blackness, the Blackness of Trans*ness," *TSQ* 4.2 (2017)
12. Fred Moten, *Stolen Life* (2018), from ch. 1, "Knowledge of Freedom," pp. 1-40
13. Christina Sharpe, *In the Wake* (2016), ch. 4, "The Weather," pp. 102-134
14. Sigmund Freud, *Leonardo da Vinci* (1910), chs. 2 and 3, pp. 30-60
15. Jacques Lacan, *Écrits: A Selection* (1966), ch. 9 "The Subversion of the Subject," pp. 323-60
16. Julia Kristeva, "New Forms of Revolt," *Journal of French and Francophone Philosophy* 22:2 (2014)
17. Gilles Deleuze and Félix Guattari, *A Thousand Plateaus* (1987), from "Introduction: Rhizome," pp. 1-25
18. Alenka Zupančič, *What is Sex?* (2017), ch. 2: "And even stranger out there"
19. Lee Edelman, *No Future* (2004), ch. 1, "The Future is Kid Stuff," pp. 1-31
20. Sara Ahmed, *The Cultural Politics of Emotion* (2004): ch. 7, "Queer Feelings" pp. 144-167
21. Elizabeth Freeman, *Time Binds* (2010), ch 1, "Queer and Not Now," pp. 1-19
22. Jacques Derrida, "A Certain Impossible Possibility of Saying the Event," *Critical Inquiry* 33.2 (2007)
23. Gayatri Chakravorty Spivak, "Righting Wrongs," *SAQ* 103.2-3 (2004), pp. 523-581
24. Pheng Cheah, *What is a World?* (2016), ch. 6, "The Arriving World," pp. 161-189
25. Ernesto Laclau and Chantal Mouffe, *Hegemony and Socialist Strategy* (1985), from ch. 3, pp. 114-148

Course format

The course is organized into five units, as follows: 1. "Biopolitics in the era of Covid-19," 2. "Black Lives," 3. "What is Desire?," 4. "Queer Resistance," and 5. "The Politics of the Impossible." Each week, we have assigned readings that theorize those topics.

Each week, you will complete the **assigned weekly reading**, which is available on D2L under "Content." You will then **watch three short lecture videos** (c. 6-8 minutes each) on D2L, in which the instructor introduces the weekly text, discusses its significance, explains key concepts, or draws attention to key passages. You can watch and re-watch these videos at your leisure, but they are intended to support your own reading and analysis of the text, and to raise questions for our discussion that week. Associated with each video will be a **discussion prompt**. Each week, you will **choose one** of the three prompts and join an online, asynchronous discussion, and also respond to at least one other student's post. The instructor will participate in the online discussion too, each week.

Every **Thursday from 9:30-10:45 a.m.**, we will meet as a group electronically on Zoom for a live discussion of the text, moderated by the instructor. During these sessions, we will frequently make use of breakout rooms to host small and focused discussions of the reading among students. The instructor will also answer questions about the reading for the larger group: students are encouraged to email questions to the instructor in advance of the sessions, and can also raise questions as they arise during the session, vocally or with the chat function. Beyond the answering of specific student-generated questions, there is no lecture component to these Thursday sessions, as the instructor will already have given small lectures by recorded video. Attendance is not taken at these Thursday sessions, and nor is anyone evaluated on their participation. The synchronous Zoom sessions will not be recorded, as these are student-driven events, and I want to encourage everyone to take intellectual risks and to jump, without fear of being immortally wrong, into the flow of live discussion. Later in this document, you will find a guide to Zoom etiquette for our discussions.

The instructor will hold **video office hours** on MS Teams (i.e., not Zoom), which is your opportunity for one-on-one consultation. This is time that I reserve specifically to help you, and I encourage you to use it. It's especially important because, in an online course with anonymized papers, it can be especially hard for us to get to know each other. I am eager to work with you in a broader sense than just the completion of various readings and assignments, and office hours are often how such mentoring relationships are built. They can be a good way to introduce yourself to me, to ask for guidance, advice, or clarification on theoretical questions, to let me know how you are doing with the material, or ask more narrow questions—or more advanced or basic questions—than may be of interest to the wider Thursday group.

How it works: sign up for a 15-minute appointment via <https://sigler.youcanbook.me/>. Be sure to use your first and last name and your ucalgary.ca email address, so I can easily find you on Teams. I will video-call you on MS Teams during the timeslot, once my previous student meeting ends. I may not call right at the start of the timeslot, if the previous meeting is taking longer than expected, but I will call during the timeslot and be available to you for a 15-minute meeting. If you do not answer when I call, then I will call a second time a couple of minutes later; if you do not answer this second attempt, you can sign up for a different timeslot if you like. Consultations at other times, as mutually convenient, can be arranged upon request—just email to ask.

Learning Technologies and Requirements

There is a D2L site for this course, which contains some of the required readings, links to recommended readings, and other class resources and materials.

Students are required to have reliable access to the following technology:

- A computer with a supported operating system, and equipped with the latest security, updated to combat malware;
- 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 installed;
- Broadband internet connection.

Assignments and Evaluation:

1. Asynchronous discussions (completed most weeks, evaluated x5 at 4% per evaluation period): 20%

Most weeks—the exceptions being when we are doing social annotation projects instead—we will discuss the week’s readings on some D2L discussion threads, to be found under the “Discussions” tab. We discuss the text asynchronously, meaning that you can contribute whenever convenient throughout the week, but your week’s contributions should be completed by Thursday morning at 9:00 a.m. That way, you will be primed for the live discussion, and others can benefit from your analysis. We do this about 10 weeks per term.

Each applicable week, the instructor will offer three discussion prompts arising from the week’s reading and the video mini-lectures. These prompts might direct your attention to a certain key passage of the text, or invite your consideration of a theoretical concept, or ask about the broader implications of what we are reading. Each time, you will choose one of the prompts and write a substantive paragraph in response (c. 200 words), stemming from your own careful reading of the week’s assigned reading. Additionally, you will respond directly to at least one other student’s post, either on that thread or another, for another 100 words or so (or it could be c. 50 words of response to two students). In sum, then, the expectation for this assignment is for about 300 words of writing, all told, per applicable week. Posts that are considerably longer or shorter are not as effective. You are also encouraged to indicate interest in other students’ posts, or disagreement with them, using the thumbs-up/thumbs-down rating system.

At the end of each unit, I will evaluate the quality of your contributions to the asynchronous discussion. This means that you will receive an assessment of your contributions five times overall. Each of these evaluations is worth 4% of your final grade. You won’t get individually-tailored comments, but some feedback will be available by means of the rubric. The rubric assesses, on a scale of one to four, each of two areas: first, the degree to which your comments demonstrate your mastery of the theory from that week, and second, the degree to which the assignment has been totally completed on time, as well as the skill shown in maintaining a mutually respectful, yet intellectually rigorous, learning environment.

2. Social annotation projects (x4 at 5% each): 20%

It’s not enough simply to develop the skill of discussing theory with others. You also need to be able to use the theory for your work in literary studies. This assignment is designed to help you develop this skill in collaboration with peers. It also gives us a little break from all of the big-group online discussion. Twice per semester, as indicated on the course reading schedule, everyone will be randomly assigned to a group of five or six, in which you will complete a collaborative project designed to give you practice in using the theory we have been reading. That is, instead of discussing the theory itself, as we normally would most weeks, your group will apply the week’s theoretical ideas to a given short text. Your job is to use the given text as a staging ground on which you will teach one another new ways of using the week’s assigned theory reading. Successful teams will have pushed each other to greater and greater interpretive heights as you respond to one another asynchronously.

Your group will be given a short text (e.g., an unfamiliar poem, short story, news article, or other cultural text), and will annotate that text together on the Perusall platform. To work within this online collaboration space, each student must sign up for a free account (<https://perusall.com/>). The course code is available on our D2L page. Enter the course code in Perusall, once you create your account, and you will find the short text and your other team members there. Once you have read the week’s assigned theoretical text, you will annotate the text together (but separately and asynchronously), making use of the week’s theoretical reading to shape your responses to it. Your job, collectively, is to show how we might use the week’s theoretical

reading to shape an analysis of the short text. Each student should aim to make, I would say, at least five or six annotations to the given text, in which you raise questions generated by the reading, interpret the text in ways that have been shaped by the theoretical reading, respond to one another's ideas and commentary, and maybe also think about the limits of the theory's applicability to this text. Use the assignment to teach each other what the theory means and how the concepts can be fruitfully used. You should note, as a team, the many ways that the week's reading can help you shape an interpretation of the text at hand: what questions it makes it possible for you to ask, and what answers the text might suggest for those questions.

The end result will be a set of comment bubbles generated by the members of your group as you build on each other's ideas and suggest new ways of seeing your assigned text. You can challenge one another, ask each other questions, teach each other, and disagree. We do this because I want you to have practice, and get peer feedback, in the art of applying difficult theoretical concepts to the interpretation of a text—a skill that you will need to have honed well, when it's time to use these skills as an English major or even to write good papers for this course. It's also good practice in working with a team, and learning from one another's different ways of thinking and reading.

The comments can sometimes be brief and informal; use of the emoji menu is welcome certainly; your job is to work together to open up aspects of the given text that only the week's theoretical reading can help you to perceive. More commentary is not necessarily better, though it's not necessarily worse, either. It's depth, insight, curiosity, and collegiality that we are looking for here.

You will be evaluated collectively on your team's overall performance—teaching the theory to one another and using it together. Teams are evaluated with a letter grade on their collective results, but team members who have annotated only minimally, or with less-than-typical thoughtfulness, will receive a lower grade individually and their work will not factor into the other team members' grade. Teams will receive collective written feedback from the instructor in Perusall; the grade will be found in D2L.

3. Papers (x4 at 15% each): 60%

Twice per semester, you will write a formal academic paper in response to a given prompt, to be chosen from a menu of options. The prompts may ask you to discuss an aspect of the theory, to think across and between two theoretical models, or to use the theory to make an interpretative argument about a given literary or cultural text.

Each paper is to be 1200–1500 words long, including the works cited list, with 1” margins and double-spaced throughout. It should be submitted before the deadline to D2L in .docx or .pdf format. The paper must have an original claim, shaped by a deep engagement with the theory, and use evidence drawn from your analysis of the texts in question to support that claim. A good paper makes a claim that is somewhat surprising (i.e., not obvious to most people who read the text), insightful, and demonstrably true. You can use relevant peer-reviewed scholarly sources as needed to frame your argument, but the heart of the paper should be original acts of interpretation using the theory at hand. For questions of style, consult the MLA style guide, 8th ed., summaries of which are available online on sites like Purdue OWL.

You will receive instructor comments by video within D2L. In an effort to counteract implicit bias, the papers will be anonymized on D2L before they are graded, meaning that I will not know who wrote the paper as I am evaluating it and responding by video. Therefore, do not put your name anywhere on the document, and avoid making reference to your gender, race, identifying characteristics, or prior work for the course.

A note on anonymous submission of the papers: Anonymized grading of the papers, I think, is desirable for three main reasons: first, it counteracts the effects of conscious or unconscious bias, to help ensure that every student is graded on the quality of their work rather than relative to expectations; second, it reminds everyone involved that it's the specifically the work that's being evaluated, and not, say, the enthusiasm of the student; third, it replicates, to some extent, the process of peer review for professional academic research, and thus may be considered good practice for academic life.

These benefits are real and important to me. Yet the anonymity is compromised whenever a student discusses their ideas-in-progress with me during office hours, seeks other kinds of personalized academic mentoring, or requests an extension to a deadline. In my view, the benefits of personalized mentoring outweigh the risk incurred. So: allow me just to say that my highest priority here is your learning, and especially the development of your theoretical knowledge and capabilities. I am glad to be given opportunities to get to know you and your ideas as you are developing them, or to help accommodate you when you need help, and this is better, I think, than preserving at all costs the integrity of a blind review system.

Late work and COVID-19: I recognize that you are human beings, each with complicated lives, and lives that may easily be affected, directly and indirectly, by the ongoing crisis that is COVID-19. You might get sick, or have to care for someone who is sick, or lose your job, or have to move suddenly. I too may be affected by any of this. And so it is my intention to see you as persons first, and student-productivity-widgits second: if, based on such circumstances, you need some extra time to complete one of the assignments, please let me know as early as you can, by email, and we will work together to make a fair arrangement (i.e., usually an extension of a day or two). Generally, I will not entertain requests for flexibility within 24 hours of the assignment deadline, so please do get in touch with me as early as you can. I am always glad to be kept updated as you face the particular challenges of this moment. Normally, students should get their work done on time, but this flexibility can be extended, usually not more than once a semester, when circumstances demand it.

In cases where such an arrangement is not made in advance of the deadline, assignments submitted after the deadline will be penalized with the loss of a third of a letter-grade (e.g., A- becoming B+) for each day that the assignment is overdue. No assignments shall be accepted one week past the assignment deadline without the prior consent of the instructor.

There are no extra credit opportunities available in this course. Students need not complete all assignments, or any particular assignment, to receive a passing grade for the course. There will be no Registrar-scheduled exam for this course.

Conduct

Students, employees, and academic staff are expected to demonstrate behaviour in class—in our Zoom meetings, on D2L, and on other course platforms—that promotes and maintains a positive and productive learning environment. One's conduct must be consistent with the University of Calgary Calendar provisions on the Code of Conduct, and the policy on Non-Academic Misconduct policy. These conduct policies can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Zoom is a video conferencing application 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. 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 our Zoom sessions, you play a role in helping to create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others.

Zoom links, meeting codes, and passwords are to be used only by students registered in the course. To help ensure that our Zoom sessions are private, please do not share the Zoom link, meeting code, or password with others, nor on any social media platforms. 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 may 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/>.

The D2L site is also to be visited exclusively by those who are enrolled in the course.

Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Grading system:

Work in this course, with the exception of the D2L discussion (which is graded by points on a rubric), will be graded by letter grade, according to the following scale:

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

The University of Calgary's four-point Grading System, as described in the Calendar; (<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>) will be used in this course.

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 when the average of term work and exams is between two letter grades. Please do not contact the instructor to suggest such consideration; borderline cases will be considered automatically, though normally no rounding is done.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

A rubric is used for evaluating the asynchronous discussion posts at the end of each course unit. The rubric is available on the course D2L site. It evaluates students' cumulative work in the unit out of four points on two separate criteria, for a total of eight available points. The eight-point scale will then be converted into a percentage, to which the scale of letter-grade equivalencies in the chart above can be applied.

Note regarding technologies:

The media recording of class lectures, Zoom videoconferencing sessions, or posted course content is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. Students may not make or distribute screen shots, photographs, or audio or video recordings of class discussion, lecture material, or office hour consultations unless granted written permission by the instructor. The lecture videos and all other course materials generated by the instructor are the instructor's intellectual property.

Zoom etiquette

Before our Thursday sessions, students should set up their device in a quiet place, relatively free from distractions, and arrange a plan for note-taking, either by hand or in a side window. All participants are expected to have their video camera on during the Zoom session—it helps, in creating a discussion space, to see everyone's faces.

When you enter the Zoom meeting, your microphone will be, by default, muted. Please keep your microphone muted throughout the session to eliminate background noise, except when you are speaking. Only one person should be speaking at a time. When you wish to speak, which I hope you will each week, use the electronic "raise hand" feature and wait to be called on. When in the smaller breakout groups, everyone can/should unmute their microphones, to more easily enable the quick back and forth of discussion. Students are encouraged to use the chat function to add constructive commentary to the discussion or to ask questions. There like everywhere else, we shall observe all of the rules of regular classroom discussion—i.e., staying focused on the discussion at hand, and helping to create a learning environment in which there is respect for the dignity of all, fair treatment of individuals, respect for academic freedom, and respect for university resources (e.g., the Zoom meeting space) and the property, including intellectual property, of individuals.

The synchronous Thursday sessions are guided by your questions. Students are encouraged to submit questions to the instructor by email anytime through the week, for our discussion during the Thursday session. These could be questions that you'd like the group to discuss, arising from the week's reading; cries for help with a particularly tricky section of the reading or a concept; questions arising from the asynchronous discussion on D2L; or questions about the course/assignments/etc. Students can and should also raise questions vocally, as questions arise for you during the Zoom sessions, or using the Zoom chat feature. For questions that are too narrow to be interesting broadly (such as questions about one's own particular research directions or particular situation), I will suggest that we meet to discuss during office

hours. Theory is very challenging and you will have many questions along the way—please always ask them, so we can help each other learn.

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.

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.