



COURSE TITLE: English 336: Introduction to Creative Writing Practice: Fiction			
Course Number	English 336.02		FALL 2020
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	Suzette Mayr (she/her/they/them)	Email	smayr@ucalgary.ca
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary.ca email.		
Office Location	Virtual via Zoom	Telephone No.	n/a – please email
Office Hours (via Zoom)	Thursdays, 10:45 am-12:00 pm, or by appointment		
Class Dates/Times/Location	There will be 3 synchronous Zoom sessions throughout the term (Sept. 10 , 9:30-10:45 am; Oct. 22 , 9:30-10:45 am; and Dec. 8 , 9:30-10:45 am), and each will be recorded. Otherwise, this class will take place online via Desire2Learn (D2L).		

WELCOME TO THE UNIVERSITY OF CALGARY

On behalf of the University of Calgary Department of English, I would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

EMAIL POLICY

I am happy to reply to short, specific questions via email and will answer as promptly as possible (usually it takes me approximately 3-4 days to respond to a given email). If you have detailed questions on the course material it is more appropriate to see me during office hours, or make an appointment to see me personally via Zoom.

COURSE DESCRIPTION

This course is an introduction to the art of fiction writing, with particular emphasis on the short prose form as the basis of an artistic practice. There are no pre-requisites for this course.

This class will be conducted as an online creative writing workshop. Students are expected to read and write a great deal, to analyse published fiction by established authors, and to regularly post critiques of other students' work with constructive, informed, and intelligent criticism.

In the first ½ of the course, students will:

- Post short, weekly **creative writing exercises** in groups of 4-6 students;
- Post weekly critiques of other groupmates' creative writing exercises;

- Post weekly analyses of published short fiction;
- Submit a rewrite of *one* of the above-noted creative writing exercises to Dr. Mayr via Dropbox.

In the second ½ of the course, students will:

- Post one, 3-5 page **short story** for the whole class to read and critique;
- Post weekly critiques of 4-6 other students' short stories;
- Post an analysis of Wayne Arthurson's novella *The Red Chesterfield*;
- Submit a final short story to Dr. Mayr via Dropbox.

This course will take place **online** via Desire2Learn (D2L) and Zoom.

COURSE LEARNING OUTCOMES

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

1. Identify elements of craft in fiction-writing, and be able to discuss and analyze what differentiates one writer's style and craft from another writer's;
2. Identify the elements that make up their own "voices" as writers;
3. Determine where to "find" story while embarking on their own creative writing practice;
4. Read fiction thoughtfully and critically from a writerly perspective;
5. Read fiction effectively from an editorial perspective, with a concentration on elements such as character, setting, language choice, and plot;
6. Write more clearly and effectively in general.

REQUIRED TEXTS AND READINGS

Arthurson, Wayne. *The Red Chesterfield* (novella) – available through the UofC bookstore (ebook or print)

Kincaid, Jamaica. "Girl" (short story) – available on D2L

Malerba, Luigi. "Consuming the View" (short story) – available on D2L

Oates, Joyce Carol. "The Sky Blue Ball" (short story) – available on D2L

Walker, Alice. "The Flowers" (short story) – available on D2L

Woolf, Virginia. "Kew Gardens" (short story) – available on D2L

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 at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- 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

Assignment #1: Discussion Board Posts (due date: Ongoing)

25%

At the beginning of the course, please post an introduction of yourself to the class. Following that, in response to each published text and other students' posted stories or exercises, you must author one well-considered critique or analysis. Students may also post responses to other students' critiques, however, students cannot rebut a critique of *their own* work - they can only respond to a critique of *another student's* exercise or short story. This simulates the real world of publishing where writers rarely speak back to reviewers or critics. Please know though that responding to other students' posts is not required for the grade. To ensure your written comments are respectful and relevant, please plan and re-read each comment carefully before posting it and remember that your audience will not have the benefit of social cues, tone of voice or body language. Consider composing your comments and posts in Word first. Racist, sexist, homophobic, or transphobic comments will not be tolerated in this class.

1. Introduce Yourself: 100-200 words (due Sept. 24, 11:30 pm, on D2L)
2. Critiques: 100-200 words each, responding to other students' creative writing exercises and short stories throughout the semester.
3. Analyses: 200 words max each, responding to the following published fiction:
 - Malerba, Luigi. "Consuming the View" due Sept. 15, 11:30 pm
 - Walker, Alice. "The Flowers" due Sept. 22, 11:30 pm
 - Woolf, Virginia. "Kew Gardens" due Sept. 29, 11:30 pm
 - Kincaid, Jamaica. "Girl" due Oct. 06, 11:30 pm
 - Oates, Joyce Carol. "The Sky Blue Ball" due Oct. 13, 11:30 pm
 - Arthurson, Wayne. *The Red Chesterfield* due Oct. 20, 11:30 pm

LATE POSTS WILL NOT RECEIVE CREDIT TOWARDS ASSIGNMENT #1: DISCUSSION BOARD POSTS.

Assignment #2: 5 Fiction Exercises (each exercise 250 words max)

15%

(due on D2L Sept. 15, 22, 29, Oct. 06, 13)

NB: THESE EXERCISES ARE PASS/FAIL. LATE EXERCISES WILL NOT RECEIVE CREDIT. STUDENTS IN THE CLASS ARE NOT OBLIGED TO GIVE FEEDBACK TO OTHER STUDENTS' LATE EXERCISES.

Because we are in unusual and challenging times with the Covid-19 pandemic, you can submit 4 of the 5 exercises and still receive full credit for this grade. Please double-space.

Assignment #3: Best Exercise (250 words max) + Process Statement (250 words max)

15%

(due Oct. 23, 11:30 pm, via Dropbox)

Your best fiction exercise (rewritten) + a process statement

Please double-space.

Assignment #4: Short Story (500-750 words max)

20%

(due/posted on D2L between Oct. 27-Dec. 1, depending on your group – a signup sheet will be posted later in the course so you can choose the date you will post your story)

Please double-space.

NB: STUDENTS IN THE CLASS ARE NOT OBLIGED TO GIVE FEEDBACK TO OTHER STUDENTS' LATE SHORT STORIES.

Assignment #5: Final Short Story (750-900 words max) + Process Statement (250 words max)

25%

(due via Dropbox, Dec. 11, 11:30 pm)

Please double-space.

Some Strictures

To keep students focused on mastering the basic skills of fiction, some strictures apply. For the duration of the course (Sept.-Dec.), students are forbidden to:

- kill off a character;
- write fan fiction (the goal of the course is to help you become such a great writer other people will want to write fan fiction about *your* fiction);
- use the murder and/or rape of a character as the instigation for a story or play or poem;
- write procedural police or detective dramas or narratives;
- have a character be “insane” or develop “insanity” in a clichéd or generic manner with clichéd characteristics (eg: schizophrenia presented as an individual having several personalities);
- write graphic violence or graphic sex scenes (if you are unsure about this, contact Dr. Mayr to preview your exercise or short story prior to posting it to the discussion board).

The idea behind these strictures is to allow you to focus on where story is found in everyday life – your everyday life and the lives of people around you. Most of the above list reflects plots based on recycled, well-worn television and movie plots and not on the true basis of original writing.

A Process Statement is a short essay in which you as a writer discuss where you found the central idea or premise for the creative piece, and how you’ve incorporated principles (or a principle) and/or feedback mentioned in discussion posts into the creative piece. As with an essay submitted in a standard English Literature class, you will be graded on the quality of the writing and grammar, the clarity of the ideas (eg: Has it been clearly stated how a given principle has been incorporated into the exercise? Is there discussion of why a particular form was chosen for a piece of fiction? A voice for a particular character?), and the essay’s general coherence and logical flow. **An assignment lacking a required process statement will automatically lose 20% of the grade for that assignment.**

Instructor Feedback

I will read all of the posts, and respond at least *once* to each student regarding their exercises in the first half of the course.

Late Assignments

The exercises that comprise Assignment #2 will not receive credit if submitted after the due date(s). Assignments #3, 4, and 5 submitted after the deadline will be penalized with the loss of a third of a grade (eg: an A- to B+) for each day that the assignment is overdue. No assignments will be accepted two weeks past the assignment deadline without the prior consent of the instructor. Late critiques or analyses posted about individual exercises or short stories or published works (Assignment #1) will not be considered or counted toward a grade when posted after the due date(s).

Additional Regulations

There is **NO** final exam in this course. You do not have to submit every assignment in order to pass the course, but assignments that are not submitted will receive an F grade.

CONDUCT

Students, employees, and academic staff are 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>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

Please refrain from accessing websites and resources that may be distracting to you or for other learners during Zoom sessions. 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>

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

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 (eg: [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.). If you are unable to attend a Zoom session, please review the recorded session and actively contribute to the follow-up discussion.

The instructor will record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

GRADING SYSTEM

Final grades are determined using a combination of percentages and letter grades:

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

Please note that, according to the University Calendar

(F.1) <https://www.ucalgary.ca/pubs/calendar/current/f-1.html>, instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Please refer to the following grading criteria and rubrics for evaluation details.

Grading Criteria for Creative Writing (Exercises and Short Stories)

A+: Outstanding work

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. This work has all of the characteristics of work described below in the A range, but exceeds this. The work is publishable in every way; mechanical and grammatical problems are nonexistent or at a minimum.

A range: Consistently excellent work

The work is moving toward a publishable level. The use of language is concise and precise and original; figures of speech are imaginative and compelling; the content of the work is interesting and is treated in a fresh, new way, and the form chosen is the best possible. Writing in this range employs every element of fiction with sophistication and elegance.

B range: Consistently good work

The work is above average, with good use of language, originality, and control, but could use more refinement or development, and more revision. It shows at least in part a heightened awareness of structure and image, several striking aspects of narrative, and an interesting perspective or point of view. Word choice and description are generally exact and thoughtful.

C range: Consistently average work

The work is satisfactory, but relies on ordinary, even somewhat predictable use of language. Work in this range is formally not innovative, although the writing will be competent, even promising. The material will definitely need more work, more layering, more texture. Image and plot are sound but may verge on clichéd and predictable. Vocabulary is adequate but may be limited.

D range: Minimal pass

The work shows some effort but is carelessly constructed and may have grammatical problems or lack awareness of the mechanics of English. Use of language will be undistinguished and clichéd, ideas ordinary, even predictable.

F: No credit

Work shows no effort; no work has been done at all.

Rubric for Creative Writing (Exercises and Short Stories)

	Excellent (A)		Good (B)		Satisfactory (C)		Unsatisfactory (D)		Absent (F)	N/A
Beginning										
Middle (atmosphere, narrative development, etc.)										
End										
Character / Characterization										
Structure and format (narrator, literary form, etc.)										
Language (eg: sentence flow, distinct character speech patterns, imagery, metaphors, vs. clichéd, banal, bland, etc.)										
Originality										

Rubric for Discussion Board Posts

Quality: Demonstrating critical thinking

Your posts will be graded based on the degree of integration/use of the following approaches.

- Thoughtful, constructive, balanced critique of the work being discussed;
- Specificity rather than generalizations;
- Clear rationale for *why* a creative text being critiqued is working effectively or not;
- Avoid repeating peer-submitted ideas, but do acknowledge them;
- Build on the current discussion if applicable;
- Integrate concepts from the course or from former classes, and/or legitimate primary or secondary sources;
- Express a difference of opinion when it serves to explore all sides of an issue;

- Ask thought-provoking questions to foster new insights;
- Maintain a professional, respectful tone.

Mechanics: Format and timing

- Your posts should each be 200 words max in length when responding to published work; 100-200 words when providing feedback to other students' creative writing;
- You are welcome to post responses and analyses beyond the requirement and engage in constructive, respectful discussions with other students on the discussion boards, but only your initial post will be graded;
- Consider composing your posts in Word first to perform a word count; do a spell-check and grammar-check; note your tone; and re-read your posts prior to publishing;
- Be sure to properly reference external information sources using the MLA style guide:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Discussion Post Criteria	Exceeds Expectations (A range)	Meets Expectations (B range)	Partially Meets Expectations (C range)	Does Not Meet Expectations (D-F range)
Quality	Posts integrate/use all of the quality requirements	Posts integrate/use most of the quality requirements	Posts integrate/use some of the quality requirements	Posts have minimal integration/ use of quality requirements

Discussion Post Criteria	Exceeds Expectations (A range)	Meets Expectations (B range)	Partially Meets Expectations (C range)	Does Not Meet Expectations (D-F range)
Mechanics	Posts integrate/use all of the quality requirements	Contributions comply with format and timeliness requirements	Contributions partially comply with format and timeliness requirements	Contributions do not comply with format and timeliness requirements

Rubric for Process Statement

A+: Outstanding Work

Although the A+ is solely an honorific that entails no additional points in the 4-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 range: Excellent Work

The statement's thesis is clearly stated and obvious; ideas are original and focused; all main points are clearly stated and supported with specific examples; ideas are organized logically and flow easily; if applicable, research draws from reputable sources and uses the sources appropriately; writing has either minimal or no spelling and

grammatical errors; "Works Cited" page (if applicable) is correctly formatted and in good order. This paper goes above and beyond the regular requirements for the assignment.

B range: Good Work

The essay topic is clear, and the essay has a definite thesis; ideas may show some glimmers of originality; specific examples are used to support the main arguments; spelling and grammatical errors are at a minimum; the research sources (if used) are for the most part reputable; perhaps some sections could be more clearly stated but clarity overall is not a problem; formatting errors at a minimum.

C range: Satisfactory Work

The essay's thesis is not as clear as it could be or is incomplete; ideas are not necessarily original but are still competent; essay needs work with recurring spelling and grammatical errors; occasional muddled logic; some points not clearly supported by evidence; contains other errors that perhaps get in the way of keeping the central argument as tight as it could be; too many formatting errors are distracting for the reader.

D range: Minimal Pass

Language is often unclear because of grammatical errors; thesis unclear or muddled or missing; topic wanders into unrelated or extremely tangential territory; research sources questionable or nonexistent; ideas are unsupported or unfocused; flow between ideas hard to discern; sloppy formatting.

F: Unsatisfactory

Writing has no cohesion and ideas are scattered or unclear; main topic hard to discern; no support for central arguments; major grammatical errors interfere with clarity.

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>

the calendar doesn't seem to currently have an official statement anywhere.

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: maboyn@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:

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

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

“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.