



## UNIVERSITY OF CALGARY

### DEPARTMENT OF ENGLISH

#### ENGL 436.03: Fiction: Short Stories and Microfictions WINTER 2021

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<b>Office Hours:</b>	Fridays, 12-1:30 pm or by appointment (via Zoom)

### 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.

### COURSE DESCRIPTION

This course will take place online via Zoom and Desire2Learn (D2L). When unable to participate live due to the time difference or unforeseen circumstances, please inform me as the instructor in advance and propose and implement an alternative participation activity (e.g., actively contribute to the follow-up online discussion). Learning will occur in both weekly synchronous (i.e., real-time/Zoom) and asynchronous (i.e., discussion boards, watching videos, posting presentations, etc. completed by students in their own time by the due date[s]) contexts. Attendance at weekly Zoom sessions is strongly advised.

English 436 is concerned with the practice and theory of writing fiction for students at an intermediate level, paying particular attention to craft and technique. There are no pre-requisites for this course, but instructor consent is required for enrollment in the course. This class will be conducted as a weekly creative writing workshop via Zoom, with students required to critique one another's writing over the semester in the form of discussion posts that are then elaborated upon during the Zoom workshoping sessions. Students will write a total of three short stories (or series of microfictions, if applicable) – two of these will be workshoped in class. The third short story (or microfiction series) will not be workshoped, and will be due to the instructor via Dropbox at the end of the semester. Students will also prepare a group presentation that will be an asynchronous stylistic analysis posted to the class D2L discussion board. Students are required to respond to the posted group presentations via the discussion board on a weekly basis.

Students are expected to read and write a great deal, to discuss published fiction weekly as well as their classmates' creative writing, and to attend Zoom sessions prepared to discuss this writing with constructive, informed, and intelligent criticism. On a weekly basis, a different group of students will upload creative writing to D2L one week in advance; all students upload their written critiques of the creative pieces the following week; all students are then expected to attend Zoom sessions prepared to elaborate upon their written critiques of their classmates' creative writing.

## **COURSE LEARNING OUTCOMES**

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

1. Refine their ability to 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. Develop the elements that make up their own "voices" as writers;
3. Read fiction thoughtfully and critically from a writerly perspective at a sophisticated, intermediate level;
4. Read fiction effectively from an editorial perspective, with a concentration on elements such as character, setting, language choice, and plot.

## **TEXTS AND READINGS**

- Thomas, James, et al. eds. *Flash Fiction International: Very Short Stories From Around the World*. W. W. Norton & Co., 2015
- Szalay, David. *Turbulence: A Novel*. McClelland & Stewart, 2019
- Purcell, Kaitlyn. *?bédaryine*. Metatron, 2019
- Assorted published essays, short stories, and other readings on D2L

## **LEARNING TECHNOLOGIES AND REQUIREMENTS**

There is a D2L site for this course which contains other relevant class resources and materials (see [d2l.ucalgary.ca](https://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**

Your final grade will consist of an evaluation of all the work you hand in. Your attendance, participation, and the degree of improvement you make will figure in your final mark. You are expected to attend Zoom sessions and to contribute to class discussion. Attached is how the final grade is determined.

All work must be typed and double-spaced in a legible font, no smaller than 12 point. Fiction to be workshopped must be posted in a Word document to the class D2L discussion board one week before it is due to be workshopped.

Written critiques of other students' fiction, as well as responses to group presentations and readings, must be posted to the class D2L discussion board on the dates outlined in the syllabus.

<b>Assignment #1: Writing (Due date: Ongoing)</b>	<b>70%</b>
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Short story #1 – 2-15 pages (due date will be determined in class)

Short story #2 – 2-15 pages (due date will be determined in class)

Final short story #3 – 2-15 pages (due April 16, 11:59 pm, via D2L Dropbox)

### Some Strictures

To keep students focused on mastering the basic skills of fiction, some strictures apply. For the duration of the course (Jan.-April), in their own works of fiction 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.

NB: STUDENTS IN THE CLASS ARE NOT OBLIGED TO GIVE WRITTEN FEEDBACK TO OTHER STUDENTS' LATE SHORT STORIES. LATE STORIES WILL BE WORKSHOPPED LAST, AND WILL RECEIVE ONLY LIMITED IN-CLASS FEEDBACK VIA ZOOM.

<b>Assignment #2: Group Presentation (Due dates will be determined in class)</b>	<b>10%</b>
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Each group must give one, 15-minute, video or audio presentation on one of the published stories or books included on the reading list over the course of the semester. The presentations are to be creative and engaging, and presenters should refrain from doing a flat reading from a paper presentation.

<b>Assignment #3: Discussion Board Posts and Zoom Session Participation (Due date: Ongoing)</b>	<b>20%</b>
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1. Introduce Yourself: 100-200 words (due Jan. 29, 11:59 pm, on D2L);

2. Presentation Analyses (weekly): 150-200 words each, responding to asynchronous group presentations, and the published text being presented on;

3. Critiques (weekly): minimum 100 words each, responding to other students' fiction throughout the semester. These critiques are due at 1:30 pm (ie, just before class) on the day that the other students' fiction pieces will be workshopped.

At the beginning of the course, please post a written introduction of yourself to the class. Following that, please post analyses/responses to other students' weekly posted presentations.

In response to other students' posted fiction and in preparation for the in-person Zoom sessions, you must create one well-considered critique to each student fiction posted to D2L. 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* fiction. This simulates the real world of publishing where writers rarely speak back to reviewers or critics. 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 or some other suitable word processing program first. Racist, sexist, homophobic, transphobic, or other discriminatory comments will not be tolerated in this class. See "Conduct" below for further details.

NB: LATE POSTS WILL NOT RECEIVE CREDIT TOWARDS ASSIGNMENT #3.

## **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Because of the workshop nature of this class, you are expected to attend Zoom sessions regularly and to be fully present and engaged in class activities and discussions. This class will function much more effectively if we are all present for all of the Zoom sessions. Your creative work will not be workshopped if you do not attend the Zoom session when your work is scheduled for workshopping; conversely, your participation grade will be severely affected if you *only* attend Zoom sessions when your creative work is being workshopped.

## **ADDITIONAL REGULATIONS**

### **Late Assignments**

The student short stories that comprise Assignment #1 will not receive credit if submitted after the due date(s) without express clearance from the instructor. Assignment #2 posted 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 presentation is overdue. Late critiques or analyses posted about other students' short stories or presentations/published works (Assignment #3) will not be considered or counted toward a grade when posted after the due date(s).

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.

Final note: In this class there is no such thing as writer's block and this excuse will not be accepted. If you are to make progress, it is essential that you set aside time for writing every day because waiting for inspiration will only lead to trouble and lack of discipline.

## **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://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-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.).

## 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 (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

	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 150-200 words max in length when responding to presentations/published work; 100 words minimum 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 or another word processing program 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](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

<b>Discussion Post Criteria</b>	<b>Exceeds Expectations (A range)</b>	<b>Meets Expectations (B range)</b>	<b>Partially Meets Expectations (C range)</b>	<b>Does Not Meet Expectations (D-F range)</b>
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

<b>Discussion Post Criteria</b>	<b>Exceeds Expectations (A range)</b>	<b>Meets Expectations (B range)</b>	<b>Partially Meets Expectations (C range)</b>	<b>Does Not Meet Expectations (D-F range)</b>
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 Group Presentations

	Excellent (A)		Good (B)		Satisfactory (C+)		Unsatisfactory (D)		Absent (F)	N/A
Clarity										
Organization / Coherence										
Quality of analysis										
Structure and format (eg, smoothness of delivery)										
Originality										

### Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university.

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

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

### Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events <http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is [smecuofc@gmail.com](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 <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](mailto:maboyn@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 <https://www.ucalgary.ca/pubs/calendar/current/welcome.html>

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152 or email [adveng@ucalgary.ca](mailto:adveng@ucalgary.ca). Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

**Student Accommodations:****ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at:

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

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

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

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

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

**Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [ascarts@ucalgary.ca](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.

**\*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](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](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/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.