

**Faculty of Arts
Department of English Course Outline**

ENGL 515.01 Special Topics: Red/Black Social Justice Beyond #s



Instructor: Dr. Rain Prud'homme-Cranford

Fall: 2021

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Sessions: Monday 9:00am/MT-11:45 Zoom

Office Hours: M 12:30-1:30pm Zoom and by appointment

Course Description: In the age of social media, where racial, sexual, ecological, and economic social justice is often denoted through hashtags: #BlackLivesMatter, #ThisIsIndianLand, #SexualSovereignty, #EffYourBeautyStandards etc, the legacy of rhetorical agency as it manifests in creative production connects social media expressions with a history of on the ground grassroots movements. From early colonial writers such as Phyllis Wheatly and Samson Occom, to musicians such as Drezus and Lizzo to modern writers such as Honorée Fanonne Jeffers and Francine Cunningham, traditions of Red, Black, and Red/Black (or Blindian) rhetorics exist both in relation and contention to one another. Like the many peoples who result of survivals and alliances of Red and Black bodies, whose existences are historically in alliance and in contestation, so we must recognize that these relationships and resistances share histories of subjugation, complexities of oppressions, and borrowed resistance tactics from oppressors in efforts to subvert dominant discourses while blending with both Red/Black inherently rhetorical communal strategies, forging rich histories of resistance rhetorics that are decidedly Black, Native, Afro-Indian or Red/Black. This cross listed upper undergraduate/graduate course is designed to introduce students to themes, forms, histories, epistemologies, rhetorical strategies, and content in works by Black, Indigenous, and Blindian (African-Native), cultural perspectives from the colonial period to the common era. Students will be introduced to concepts, histories, authors, and major themes around race/racism, gender/sexuality, ecology/environmentalism, and body (aesthetics, health, disAbility) at the intersections of Black, Indigenous, and Blindian peoples towards social justice and equity in Canada, the US, and Latinidad/Caribbean The reading load is rigorous and discussion is mandatory.¹

¹ The reading load is approximately a book length (200-300pgs) with theory articles (30-70 pages) per week. Please wait to purchase books until we have reviewed the class syllabus

Objectives and Expectations: Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, discussion, and a final project. As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar project.

- Students will learn to read for paracolonial/settler-colonial constructs and active BIPOC rhetorical structures, which seek, to decolonize these settler constructs, oppressions, erasures, and exploitations/sexploitations.
- Students will engage with theory/texts as a response to social constructs, as social commentary, and as a reflection of specific community epistemologies, rhetorical practices, and hermeneutics.
- Students will reflect on connections between landbase, cultural knowledge, gender, access, inclusion, equity, autonomy, and theory-making to story(art)-making.
- Students will learn to read for BIPOC and community specific rhetorical structures across a medium of texts, while addressing who the practice of these texts speaks to (i.e. meaning-making as connected to process/creation).
- Students will connect readings with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- Students will learn to read for specific themes prevalent in particular constructs of landbase, culture, history, gender, sovereignty, class, race, and power.
- All assignments are due when specified. No exceptions.
- All written essays and formal papers must be in MLA style explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.

REQUIRED TECHNOLOGY: This is a synchronous web-based course, with the exception of five class meetings held asynchronous via D2L Discussion boards, delineated in the weekly class schedule posted on D2L. All readings, assignments and due dates are listed explicitly in the Weekly Class Schedule posted on D2L. As this is a synchronous web-based course, it means you **MUST** have a *computer device with reliable/stable internet connection, webcam, and microphone*. Your internet, webcam/video, and microphone/audio are required.

Required Texts²

Practice:

[Mason-John, Valerie, and George Elliott Clarke. *I Am Still Your Negro*. Edmonton, CA: U of Alberta, 2020. Robert Kroetsch Ser. Web.](#)

Cunningham, Francine. *On/Me*. Caitlin Press, Incorporated, 2020.

Désil Junie. *Eat Salt / Gaze at the Ocean: Poems*. Talonbooks, 2020. (poems)

² All texts may be purchased the UC Bookstore. *However, as your professor, I encourage you to select a method of purchase/borrow that is most economically reasonable for you including but not limited to: amazon; kindle e-books; e-book rental; used books from online vendors, book/text sharing. IF a student has a financial/logistical situation that impacts your ability to access texts- Please see me and we will create a plan of success and access to materials.*

Note: Any text hyperlinked is available digitally for FREE via u of c library or Web

Foggo, Cheryl. *Pourin' down RAIN: A Black Woman Claims Her Place in the Canadian West*. Brush Education Inc., 2020. (memoir)
 Guillory, Rob. *Farmhand*. Vol. 1 & 2, Image, 2019. (commix)
 Howe, LeAnne. *Miko Kings: An INDIAN Baseball Story*. Aunt Lute Books, 2007. (novel)
 Murdoch, Sierra Crane. *Yellow Bird: Oil, Murder, and a WOMAN'S Search for Justice in Indian Country*. Random House, 2021. (memoir)
 Washuta, Elissa. *White Magic*. TIN HOUSE BOOKS, 2022. (essays)

Selections from (PDF):

Exile Heart: Poems, by Kim Shuck; *Mother of Chaos Queen of the Nines*, by Kelly Clayton;
Toledo Rez & Other Poems, by Thomas Parrie; *Texas to get Horses*, by Kimberly G Weiser. (provided by publisher/author)

Prud'homme-Cranford, Rain. "Summoning Swamp Songs: Decolonizing Creole-Indigenous Textual Tributaries." *Swamp Souths: Literary and Cultural Ecologies*. Eds. Eric Gary Anderson, Taylor Hagood, Kirstin Squint, and Anthony Wilson. LSUP. 2020. 91-115

[Phillis Wheatley's "Letter to Samson Occom" \(1774\)](#)
[Samson Occom's "Letter to Susanna Wheatly" \(1771\); "The Most Remarkable and Strange State, Situation, and Appearance of Indian Tribes in this Great Continent" \(1783\)](#)
[William Apess's "An Indians Looking-Glass to the White Man" \(1833\)](#)

New Media/Digital Media/Film

[I am Not Your Negro](#)
[Get Out](#)
[Rumble: The Indians Who Rocked the World](#)
["Lemonade"](#)

**Art, Music, and Digital Media are occasionally hyperlinked in the weekly schedule. Please be sure to read/view/listen to the media links listed in the weekly schedule reading assignment calendar on D2L

Theory/Selections from:

Ferguson, Jeffrey B. *Race and the Rhetoric of Resistance*. Edited by Werner Sollors, Rutgers University Press, 2021.

H., Brady, Miranda. Kelly, John M. *WE Interrupt This Program: Indigenous Media Tactics in Canadian Culture*. UNIV OF BRIT COLUMBIA P, 2018.

[Vernon, Katrina. *The Black Prairie Archives: An Anthology*.](#)

[Smitherman, Geneva. *Talkin and Testifyin : The Language of Black America*. Boston : Houghton Mifflin, 1977. Print. \(hathi trust via u of c\)](#)

[Coates, Ken. *IdleNoMore*. Regina: U of Regina, 2015. Web.](#)

[Avilez, GerShun. *Black Queer Freedom*. Champaign: U of Illinois, 2020. New Black Studies Ser. Web.](#)

[Lyons, Scott Richard. "Rhetorical Sovereignty: What Do American Indians Want from Writing?" *College Composition and Communication*, vol. 51, no. 3, 2000, pp. 447-468., doi:10.2307/358744.](#)

[Powell, Malea. "Rhetorics of Survivance: How American Indians Use Writing." *College Composition and Communication*, vol. 53, no. 3, 2002, pp. 396–434., doi:10.2307/1512132](#)

[Greymorning, Neyooxet, and ProQuest. Being Indigenous : Perspectives on Activism, Culture, Language and Identity. 2019. Web.](#)

[Earle, Monalesia. Misdirection: Representations of Queer Women of Colour in Contemporary Fiction and Graphic Narratives \(2016\). Web.](#)

[Whaley, Deborah Elizabeth. Black Women in Sequence. Seattle: U of Washington, 2015. Web.](#)

[Hooks, Bell, and Ebrary, Inc. Writing beyond Race Living Theory and Practice. New York: Routledge, 2013. Web.](#)

[Crick, Nathan. The Rhetoric of Social Movements : Networks, Power, and New Media. 2021. Web.](#)

[Introduction and Chapter 3: Wieser, Kimberly G., and ProQuest. Back to the Blanket : Recovered Rhetorics and Literacies in American Indian Studies. 2017. American Indian Literature and Critical Studies Ser. ; v. 70. Web.](#)

Materials First Class Meeting (sent via email)

[Rhetoric of Social Movements](#)

["Speaking the Power of Truth Rhetoric and Action for Our Times"](#)

RHETORICAL "SLACKTIVISM": ACTIVISM IN THE AGE OF SOCIAL MEDIA

[Gray, Kishonna L, and Breigha Adeyemo. "Not "falling for the Okey-doke": #BlackLivesMatter as Resistance to Disinformation in Online Communities." *Feminist Media Studies* 21.5 \(2021\): 868-71. Web.](#)

[M. Carmen Lane with Jennifer Kreisberg "Some Notes on Racism During a Pandemic"](#)

[Amanda Strong *Flood*](#)

Major Assignments: Please make every effort to submit all assignments directly to the instructor via the designated Assignment Dropbox on D2L.

1. **Group Empathy Map Exercise:** Each student will sign up to be part of a group (min 2 per group), for a set of readings/texts. Groups will prepare an Empathy Map written and visual exercise (assignment details posted on D2L). The Empathy Map will be posted in the discussion board online 72 hours before the class the assigned readings are scheduled for. Each group will write a short response to the presenting group's empathy map. This is a group collective assignment. Group Empathy map = 15; Group Response to empathy maps= 15
total= 30%
2. **Short Essay Paper:** Students will write a short essay paper (4-6 pages) around a text written/created by a BIPOC author/test from class within the board umbrella of activism, EDI, Rhetorics of Resistance, etc. The student will submit the essay on d2l.

Conference Paper Due Oct. 25 8pm 20%

3. **Class Discussion/Participation is 10% of your grade:** Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses, responses to in class writing on discussion questions, group discussion/writing, quizzes, and attendance.

4. Seminar Final Choose ONE:

- A. **Group Boots on Ground Project:** Students have the option of working together in groups of no more than three to design a service learning project, an art as activism project, or EDI event. This can include online campaigns, organizing an online speaking event, a IRL march or boycott, creating an educational social media account/podcast etc. Students will design and participate in the event using modes and models of community rhetorics of activism and mobilization. In addition, students will write a critical exegesis explaining the theoretical, pedagogical and teaching praxis of the course in your own words.

Event/Project Materials **20%**

Critical Exegesis **20% total 40%**

A detailed assignment sheet will be presented after reading week.

- B. **Critical Creative Reflexivity Digital Project (CCRDP):** The CCRDP is a multi-genre digital project mixing critical research/analysis, personal positionality/reflectivity, arts, and popular sources/media to create a coherent “argument” (i.e. follows the modes and interpretation) about your topic/thesis using critical thinking skills, epistemologies, and methods of inquiry to find appropriate research to support your argument. Your thoughts will be presented as a digital presentation: Movie/Vlog, PPT/Prezi, Blog/Digital Journal etc. Note it is NOT a portfolio or bibliography of sources. It is a well-crafted merger of creative texts, rhetorical argument, and personal reflection, combining stylistic methodologies, creative voices, and rhetorical tactics. Projects should be between **10-20 minutes**, include 2- 3 artistic/multimodal images/works, 2 peer-reviewed resources, and be turned in along with a written works cited page. **40%**

Final assignments will be accepted Dec 1st-14th via online. No assignments will be accepted after 5pm on 12/12.

There is no registrar-scheduled exam in this course.

All assignments must be completed in order to receive a passing grade.

Grading³

90 + % A+

85 – 89 % A

80 – 84 % A–

³ Final grades that are .5 will be rounded to up. A final grade of 89.5 will be rounded to 90. However, a 63.3 will remain a 63.

77 – 79 %	B+
74 – 76 %	B
70 – 73 %	B–
67 – 69 %	C+
64 – 66 %	C
60 – 63 %	C–
55 – 59 %	D+
50 – 54 %	D
0 – 49 %	F

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)

General Rubric:

"A +" Paper Has:

- All the elements of the A paper
- Is a paper suitable for submission for publication

"A" Paper Has:

- A clear, relevant introduction that engages the reader
- Introduction that maps out the argument structure (mapping sentence)
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples, citation, illustration, within the body of the paper that prove the thesis
- Clear/Strong logical structures, style, and consideration of audience
- Text that demonstrates comprehension of the prompt and/or subject matter
- Clear explication and analysis of points of support/claim
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- No or Few punctuation errors
- Correct MLA format
- A writer's voice that is clear and personal

"B" Paper Has:

- An, relevant introduction that *mostly* engages the reader
- Introduction mapping sentence is weak or incomplete (i.e. map out the argument structure)
- A clear thesis statement that synthesizes the paper's main points
- Good organization reflecting logical structure, clear style, and an attempt to consider audience
- Relevant examples in the body of the paper: citation, illustration, within the body of the paper that prove the thesis
- Commentary/analysis can use flushing out/explication
- A clear understanding of the prompt and/or subject matter but not as focused as an "A" paper
- Transitions between paragraphs can use development
- Truncated conclusion
- Few spelling errors
- Correct MLA Format
- Few punctuation errors

- An inconsistent voice which may lack clarity and creativity
- B- Minimum pass for students in Faculty of Graduate Studies

Participation

Participation as university scholars working together to better our understanding of both historic and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies. Participation consists of visual/mental presence in class (i.e. on camera); clarifying content questions, and/ or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils, web camera, microphone) also qualifies as participation. **Only students present (visual AND audio) for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. **Community** is key in all things. This classroom is a community setting. ***For our community to function we must be beholden to reciprocity.*** Class Attendance. Discussion, Participation is 10% of your grade.

Essays and Paper format: All writing assignments SHOULD engage analytic responses and be MLA formatted (a process we will review in class), following MLA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment. All assignments will be posted on D2L as will MLA notes and resources.

Revision Policy etc: Please note: I do not allow revisions on papers. I **do** meet with students to go over paper drafts, ideas, and research. There is no extra credit in this course.

LATE PENALTIES (other than the Final paper), will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue. EX: A paper three days late that on time would have earned a score B/76 will earn a score of C/62.

ATTENDANCE: Your attendance at every class meeting is required to earn full participation which is 10% of your grade. Attendance participation means explicitly: Coming to class prepared (books, homework, writing utensils, web camera, microphone), reliable internet connection, also qualifies as participation. **Only students present (visual AND audio) for the discussion will be given the points.** In an effort to maintain class participation and attendance, classes **will NOT** be recorded to view at your leisure. If you are absent, please make arraignments to get notes or meet with the professor to discuss material missed. This class is predicated on community conversations of material. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, *please notify me as soon as possible.* **The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying the instructor of serious illness or other serious complication(s) prior to the absences or asap after an emergency.** More than four (4) absences will result in dropping your final grade one letter (i.e. A to B; C to D). Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, personal, family, or community obligations it is **your responsibility** to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

Current Academic Calendar: <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

INSTRUCTOR GUIDELINES (ZOOM and D2L Sessions) Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually. *This is a synchronous web-based course, with the exception of five class meetings held asynchronous via D2L Discussion boards, delineated in the weekly class schedule posted on D2L. All readings, assignments and due dates are listed explicitly in the Weekly Class Schedule posted on D2L. As this is a synchronous web-based course, it means you MUST have a computer device with reliable/stable internet connection, webcam, and microphone. Your internet, webcam/video, and microphone/audio are required.* Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/> . If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

Classroom Decorum and Respect

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender biased, homophobic, transphobic, classiest, sizest and/or racially biased language, and unapproved electronic devices.

Electronic Devices: As many of our materials are available as both print and digital (often cheaper as ebooks), Students are allowed to use digital devices (computers/phones/tablets) for class material in good faith. This does not mean digital devices are allowed for personal, other courses, or “checkin out.” Students who abuse the good faith policy will no longer be allowed access to these devices and/or your participation will be considered compromised. Phones should be on silent for both calls and messages. However, IF a student is expecting an emergency call: i.e. child, family, partner, pet illness; job on-call/interview— You are asked to notify me at the start of class and excuse yourself if an emergency call comes through. Students who text/message outside of this policy will be redirected. Note, your professor has no shame in “callin you out” for misuse of digital devices 😊 😊

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](http://www.ucalgary.ca/access/accommodations/policy).

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

[ucalgary.ca/policies/files/policies/student-accommodation-policy](http://www.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.

"All acts of kindness are lights in the war for justice..." ~Joy Harjo