

**Dr. Faye Halpern**

**Winter '20**

**Mondays 12:30-3:15**

**D2L page:** <https://d2l.ucalgary.ca/d2l/home/294023>

**Blog page:** <http://english607.ucalgaryblogs.ca/>

**Office: SS 1108**

**Office Hours: Th. 11-12 and by  
apptmt**

**Email: fhalpern@ucalgary.ca**

## **English 607: Unreliable Narration and Narrative Ethics**

### Course Description

This course will begin by introducing an approach to literary texts called “narrative ethics.” We’ll spend the rest of the course focusing on a kind of narrative that presents a particularly rich field for this approach: unreliable narration. We’ll explore how unreliability works both in general and in particular texts. What kind of ethical relationships do these unreliable narratives establish between authors, narrators, characters, and readers? How does unreliability enable or limit an author’s ability to engage its audience in thinking about issues like class, gender, race, historical trauma, and disability? Does filmic unreliability present different ethical possibilities and challenges than literary unreliability? Along with the primary texts, we’ll read both literary theory and critical articles that analyze the particular texts we’ll be reading. We’ll use this theory and criticism not just as vehicles for particular views but as models for our own academic writing. Assignments will include blog posts, an analysis of a scholarly journal or a teaching essay, and a conference paper; everyone will also have the chance to lead the class in an active learning activity.

### **By the end of this course, students will be able to:**

- ✓ Define and apply terms and concepts from narrative theory having to do with unreliable narration, e.g., authorial and narrative audience, implied author, ethos, Chatman’s and Phelan’s competing models of narrative communication, etc.
- ✓ Produce an interpretation of a text that engages in narrative ethics;
- ✓ Analyze the rhetorical moves involved in entering a scholarly conversation and take your place alongside professional literary scholars by entering into a complex one;
- ✓ Produce a strong conference paper and abstract
- ✓ Integrate feedback on a piece of writing to strengthen your revision as a way to develop the practice of successful literary scholars

### Required Primary Texts (Available at the bookstore)

Kazuo Ishiguro’s *Remains of the Day*

Martin Amis’ *Zone of Interest*

Toni Morrison’s *God Help the Child*

### Short Stories and Theoretical/Critical Texts

These will be available on D2L under “Readings.”

### Films (On reserve at the library)

*A Beautiful Mind*, dir. by Ron Howard

*Stories We Tell*, dir. by Sarah Polley

<u>Course Requirements</u>	<u>Percentage of Final Grade</u>
Class Participation (including workshop letters, participat'n in workshop, and talk analysis)..	15%
Blog Posts .....	15%
Profile of an Academic Journal or Teaching Essay.....	20%
Active Learning Facilitation .....	15%
Conference Paper, Supplementary Material, and Draft .....	35%

### Grading System

You must complete all written work to qualify for a passing grade.

- The Department of English uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>. These are the grade ranges and specific numeric values assigned to letter grades. Although the A+ is solely an honorific that entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

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

- Sometimes I'll assign a split grade (e.g., B-/C+). To find the numerical equivalent, I use the grade in between, e.g., 69.5.
- All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
- Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies. <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-2.html>

- 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.

### Class Participation/Peer Feedback/Talk Analysis

We'll discuss how we can make the classroom a safe and comfortable intellectual place since the class depends on everyone's participation. Please come to class with all the readings assigned that day carefully read, prepared to take part in the small and large-group discussions and the activities we'll be doing. Let's try to make this as equitable a space as possible, where everyone contributes and no one dominates.

As described below, you'll also be asked to participate in and contribute letters to the peer workshop that will take place at the end of the term.

You will also be asked to attend the talk by Sarah Copland on Mon., Feb X and submit a rhetorical analysis of it. If you can't make this talk, I'll ask you to attend another critical talk offered by the English dept. this semester.

### Blog Posts

These posts will reflect on the readings and/or questions that come up during class discussion and enable you to see how your classmates are responding to it. You have a choice of how many to submit: submit four that meet expectations and you will receive an A- for that portion of your grade; submit five blog posts and receive an A. You must put up two before Wed., Feb. 19, and only one can be posted the last week of class. Your blog posts will not be individually graded, but I and your classmates will be reading them with great interest. If they meet the requirements for a good post, you'll get full credit for them. If I detect a problem, I'll let you know so you can either revise or take less than full credit. More guidelines forthcoming.

### Teaching Essay/Profile of an Academic Journal:

You have a choice about this assignment: write either an essay describing how you would teach one of the texts, modelled on one of the teaching essays put out by the MLA, or a profile of a scholarly journal (critical, not creative), including an analysis of what kind of argumentative moves the journal likes their authors to make.

### Active Learning Facilitation

With the option of working in a team, you'll lead the class in a 20-30 min. active learning activity based on one of the texts assigned that day. More details forthcoming.

### Conference Paper, Including Supplemental Materials and Draft

The final project in this class will be the production of a conference paper, about 10 pp. You will also produce an abstract and the name of two conferences that you could apply to with your paper (actual application is encouraged but not required). Before your final submission of the paper, you'll submit a draft to a group of your classmates, and we'll have a peer workshop. To prepare for that peer workshop, you'll write letters to some of your classmates' addressing their drafts.

### Late Papers

You have the option of turning in one assignment up to three days late without penalty, except for the conference paper. If you turn in an assignment more than three days late, or if you turn in

a second assignment late, your grade on the work will be lowered by a third of a grade for each late day (i.e., an “A” paper that is one day late will receive an “A-,” two days late a “B+,” and so on; weekend days are counted in this total).

### Turning in Assignments

Many of the assignments will be submitted over D2L. But I do request hard copies of both your teaching essay/journal profile and conference paper. You can submit your hard copies in class, during my office hours, or to the English Dept. drop box in SS 1152. Always make copies of the assignments that you submit.

### **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>

### **English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca/graduate>. 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 Department of English’s graduate website for courses, departmental deadlines, and other related program information at <https://arts.ucalgary.ca/english>. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is <http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at [enggrad@ucalgary.ca](mailto:enggrad@ucalgary.ca) to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

**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://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 <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.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/>

**Contact for the Graduate Student Association:** <http://gsa.ucalgary.ca/>

**Contact for Students Ombudsman’s Office:** <https://www.ucalgary.ca/student-services/ombuds/role>

### **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."

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>.

### **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.