

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGL 609–S01

Fall 2020

COURSE TITLE: Topics in a Literary Period: Romantic Women Writers and The Future

Synchronous online course (via Zoom)
Thursdays 1:00–3:45 p.m. (Mountain Time)

Instructor: David Sigler

E-mail: dsigler@ucalgary.ca

Office: meet by MS Teams

Office hours: Tuesdays, 9:30-10:45; Thursdays 4:00-5:00. Book an appointment at: <https://sigler.youcanbook.me>

Course website: D2L

Course description:

This course involves the study of women writers of the British Romantic period, spanning from the 1780s to the 1820s. The hypothesis we are testing is that feminist writing in this period would often develop alternatives to linear time. Seeing time as a system of social control, writers like Mary Robinson, Charlotte Smith, Anna Letitia Barbauld, and Mary Shelley would write about current events as if they had knowledge from the future. The course meetings will take place online via Zoom, with support from our D2L site. There will be twelve synchronous Zoom sessions throughout the term; they will not be recorded. Each session is broken into two halves, a session A and session B, each with its own text(s) for our discussion.

Course learning outcomes:

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

1. Demonstrate graduate-level knowledge of feminist writing within British Romantic poetry and fiction;
2. Analyze a text within its specific cultural context and see its applicability to other contexts, such as our own;
3. Identify ongoing critical debates within the scholarly field of British Romanticism and situate their own interpretations in relation to these debates;
4. Conduct research in literary studies using the most relevant critical methods and research tools;
5. Formulate surprising, contestable, and critically significant arguments, based on original interpretations of literary texts;
6. Analyze, evaluate, and synthesize literary texts effectively in written scholarly work and oral discussion;
7. Structure a complex and engaging argument;
8. Present their work in a variety of professional formats, such as the research article and short conference paper;
9. Engage in class discussions and respond meaningfully as a participant, using textual evidence as support;
10. Lead a successful discussion of a literary text.

Texts and readings:

books to buy:

- Anonymous, *The Woman of Colour* (Broadview Press), ISBN 9781551111766
- Jane Austen, *Mansfield Park* (Norton Critical Edition), ISBN 9780393967913
- Mary Hays, *The Victim of Prejudice* (Broadview Press), ISBN 9781551112176
- Mary Shelley, *The Last Man* (Oxford World's Classics), ISBN 9780199552351

electronic primary texts on D2L:

- Anonymous, *Gulzara, or the Princess of Persia*
- Anonymous, "Ithuriel"

- Anna Letitia Barbauld, "Eighteen Hundred and Eleven" and "On the Uses of History"
- Hannah Cowley, "To Della Crusca" and other selected poems from *The World*
- Felicia Hemans, "A Spirit's Return," "War and Peace," and "An Evening Prayer in a Girls' School"
- Charlotte Caroline Richardson, *Harvest: A Poem*
- Mary Robinson, *Ainsi va le Monde* and selected poems from *The World*
- Charlotte Smith, *Beachy Head*

recommended secondary readings: available on D2L under "reading lists"

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

- A computer with a supported operating system, as well as the latest security, updated to combat malware;
- A current and updated web browser;
- Webcam (built-in or external)
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software installed;
- Broadband internet connection.

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

Assignments and evaluation:

1. Mini-paper (given orally and then submitted electronically, c. 1800 words): 25%
2. Leading our discussion (c. 20 mins.): 15%
3. Seminar paper (5,000–6,000 words): 40%
4. Contributions to seminar discussion: 20%

Description of the assignments:

1. The mini-paper (25%)

Once during the semester, you will orally present a short paper on the day's assigned text. On D2L, you will find a sign-up sheet (via Google Forms), through which you will sign up for a day (and therefore text). After you read the paper aloud during the seminar, it will then become the basis of our discussion for ten minutes or so. Expect questions from the seminar members and/or instructor, and a general discussion of your ideas. Ideally, the discussion will help push you further in your thinking. Once you present your paper on Thursday, you will have until Monday to submit the paper by email to the instructor; you may revise it based on the Thursday discussion, if you wish. The paper needs to make an argument, derived from your original analysis of some aspect of the day's assigned reading. It is like a short conference-style paper of about 1800 words (i.e., about 6 pp. double-spaced). You can take the argument in any direction you wish, following any theoretical approach that you find appropriate; the main thing is that you make a contestable argument of some kind based on evidence drawn from the text in question. That is, you are to develop an original reading of the text, not provide a general introduction to it. You may use secondary sources to frame your argument if you like, though this is not strictly required for this assignment. What is crucial is your serious and insightful engagement with the day's text. It is an independent paper from the seminar paper—i.e., not an early draft of that project.

2. Leading our discussion (15%)

I want to create lots of opportunities for students to drive our discussion into areas I wouldn't have thought of. Thus, once during the semester, you will lead our discussion of the day's assigned reading. This is done by sign-up sheet, found via the link on D2L (it's the same sign-up sheet as for the mini-paper). Please choose a different class session than you chose for the mini-paper, so we get you driving our discussion more than once during the semester. This spreads the voices in the classroom around and gets us thinking in new and different ways.

You may say a few opening words, but your main job is to get us, as efficiently as possible, into a productive discussion. You do not have to be the center of attention: your job is to get us all talking meaningfully about the text, and to lead us to discover something interesting about the text that we might not have noticed on our own. Please use all of your teaching skills to get us going and to guide us. You will lead the discussion for about 20 minutes.

I will evaluate your work on this assignment with a rubric, which is available on D2L. It is not an evaluation of what you personally have said during the 20 minutes, but rather an assessment of your skill in sparking and guiding a meaningful discussion. Your grade on this assignment is a measure of how interesting and useful the class conversation was, and how well you did in getting the other seminar members involved. If the conversation moves easily into fascinating terrain, and if you're getting everyone involved, and if we're all learning from each other, and if you direct our attention to pivotal parts of the text and get us interpreting them in interesting and productive contexts, then you will have done your job well. The very best cases will be ones where the discussion leader gets us started but then speaks minimally, except to call upon new speakers and redirect the conversation to new topics. Ideally, everyone will have been responding to each other and the conversation will move organically but still under your strategic direction.

3. Seminar paper (40%)

The seminar paper is a formal research paper, on the model of a publishable professional article. Not everyone (especially at the M.A. level) will be able to deliver this level of work right away, but that's the goal. It should be 5,000–6,000 words in length, which is the length of a short article. Use Chicago or MLA style as you prefer. The paper must make a contestable and original claim, based on close analysis of one or more of our texts, and it must situate that claim in relation to conversations currently underway in the field. In the process, it must offer a new and compelling reading of one or more of the texts or authors. Along the way, it should engage with existing criticism in the field of British Romantic studies. The paper is due at 11:59 p.m. on December 10, 2020—one week after our final seminar meeting.

4. Contributions to seminar discussion (20%)

This course is a seminar, meaning that it is driven by your ideas and contributions. Your participation in discussion is a necessary component of, and indeed the primary impulse behind, the course. At all times, everyone is expected to help shape and augment the discussion. Your preparedness for class is essential and your willingness to jump into the conversation, paramount.

Your contributions to the seminar discussion will be evaluated as follows: logging in to our Zoom session every week and keeping generally silent will earn you a D in “contributions to seminar discussion.” You will earn a B in this category when you make insightful comments in many of our Zoom meetings but stay relatively uninvolved in others. Earning a B+ in this category means that you have been fully prepared for the meeting each week, having done the required reading, and making meaningful contributions and responding to your colleagues; usually the B+ involves participating heartily almost every session. Those who consistently offer true insight, drawing their peers into thoughtful discussion in an inviting and considerate way without dominating the discussion, developing rigorous analyses and arguments within the space of the discussion, and fluently situating their comments within the larger conversation the class is having will earn an A in this category. The “A” seminar contributor does this in every class. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. If a student has to miss a class for whatever reason, they must contact with instructor, ideally before class time, but certainly within 24 hours of it, to discuss options for making up that component.

You should let me know in advance, to the extent possible, if you will be missing a class meeting. Normally it is expected, in a graduate seminar, that you will be present for every class meeting, barring emergency—especially as we meet but once a week. Yet there are emergencies all around us, so I am ready to be flexible.

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

Late work in the era of COVID-19:

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

Several of our assignments, though—the mini-paper and the discussion leading—are difficult to defer because they are to be the basis of our group discussion on a specific day. If misfortune strikes and you realize that you won't be able to join the meeting on the day for which you signed up, it's important that you let me know as early as you can. I will try to be as flexible as I can, in terms of getting you rescheduled into another available slot. If no other slots are available over the remaining semester, I will devise an alternative assignment for you (likely, a written literature review).

Conduct:

Students, employees, and academic staff are expected to demonstrate behaviour in class—both in our Zoom meetings and on D2L—that promotes and maintains a positive and productive learning environment. One's conduct must be consistent with the University of Calgary Calendar provisions on the Code of Conduct, and the policy on Non-Academic Misconduct policy. These conduct policies can be found at:

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

Zoom is a video conferencing application that will allow us to meet at specific times for a live video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering our Zoom sessions, you play a role in helping to create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others.

Zoom links, meeting codes, and passwords are to be used only by students registered in the course. To help ensure that our Zoom sessions are private, please do not share the Zoom link, meeting code, or password with others, nor on any social media platforms. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors may remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Additional guidelines for Zoom sessions:

Before our Thursday sessions, students should set up their device in a quiet place, relatively free from distractions, and arrange a plan for note-taking, either by hand or in a side window. All participants should have their video camera on at all times during the Zoom session—it helps, in creating a discussion space, to see everyone's faces. You are welcome to use an electronic background if you like. When you enter the Zoom meeting, your microphone will be, by default, muted. To help reduce background noise, please keep your

microphone muted until you are about to speak. Students may use the “raise hand” feature of Zoom to indicate their wish to speak. Seminar members are encouraged to use the chat function in Zoom to add constructive commentary to the discussion or to ask questions. In the chat channel, like everywhere else, we shall observe all of the rules of regular classroom discussion—i.e., staying focused on the discussion at hand, and helping to create a learning environment in which there is respect for the dignity of all, fair treatment of individuals, respect for academic freedom, and respect for university resources.

Our Thursday sessions will not be recorded, as these are student-driven discussion spaces, and I want to encourage everyone to take intellectual risks and to jump, without fear of being immortally wrong, into the flow of live discussion. Our sessions, and also all course materials posted to D2L, must not be shared or published without the instructor’s permission. Student work shared in these sessions (such as the mini-papers) remains the intellectual property of the author. Materials presented in the course, be it on Zoom or in D2L, including any teaching materials or recordings of discussion, must not be shared, distributed or published without the instructor’s permission.

It is expected that the seminar will have your full attention during each of our sessions. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University’s Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>. The non-authorized media recording of class lectures, Zoom sessions, or posted course content is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. Students may not make or distribute screen shots, photographs, or audio or video recordings of class discussion, lecture material, or office hour consultations unless granted written permission by the Instructor.

Grading system:

To arrive at grades, I use a combination of percentages and letter grades, as follows:

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

Grades are calculated according to the 4 point scale used in the *Graduate Calendar*.

<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html>

Grade	Grade Point	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performances showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level, and cannot be counted towards Faculty of Graduate Studies coursework.
C	2.00	

C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

<https://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 may employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

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: 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 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 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.

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

ucalgary.ca/policies/files/policies/student-accommodation-policy.

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

The full policy on Student Accommodations is available

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

***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."

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/>

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.