

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

Engl 685, Winter 2018

Fridays, 10am-12:45pm

Taylor Institute 230

Off hrs: Fri 9-10am or by appt.

<https://d2l.ucalgary.ca/d2l/home/210121>

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Course Description & Learning Outcomes

This course will introduce you to the theories, approaches, and practices of teaching undergraduate English. Addressing all three domains of English study (literature, creative writing, and composition), the course aims to prepare you to teach, to reflect on teaching, and to speak thoughtfully to this part of the profession. You will be introduced to some of the fundamental research about how students learn, followed by the theories and practices of facilitating English-specific pedagogies, eliciting student interpretations of assigned texts, constructing a syllabus, grading student writing, and navigating the interpersonal dynamics common to the English classroom. The course will include a variety of English Department guests who will share their pedagogical approaches and practices.

Learning Aims:

Pedagogical Development & Practice

An applied understanding of

- foundational principles of how university students learn—particularly as relevant to the English classroom—as well as the teaching practices that facilitate this learning. Examples of these principles include novice-to-expert thinking, the role of prior knowledge, metacognition, active and deep learning, power and identity in the classroom, constructive alignment and backward design, formative and summative assignment, signature pedagogies, and pedagogical self-reflection, and
- the disciplinary pedagogies of English, including those distinctive to the literary study, composition, and creative writing branches of the discipline.

Professional Development & Practice

An applied understanding of

- giving, receiving, and integrating constructive peer feedback on teaching,
- the disciplinary position of English as a humanistic discipline within the wider contexts of postsecondary education and contemporary culture, and
- existing research on postsecondary teaching and learning as a resource for your own teaching and an area for potential research.

Required Texts

- Sherry Lee Linkon, *Literary Learning* (bookstore)
- Susan Ambrose et al., *How Learning Works* (bookstore)
- Articles, book chapters, & online resources will be available on D2L

Assignments and Evaluation:

Below are the requirements for this course, as well as their weight in calculating the final grade. To pass this class, you must complete all of these requirements.

<u>Course Requirements</u>	<u>Percentage of Final Grade</u>
Case Discussion.....	10%
Seminar Participation.....	15%
Microteaching.....	15%
Blog Posts.....	10%
Teaching Portfolio, which will include a teaching philosophy, assignment sequence, revised microteaching, artifact of your choice, and presentation of your portfolio to the class.....	50%

Seminar Participation

Each week, you'll help your classmates and instructors create and sustain a lively seminar filled with connections, questions, epiphanies, syntheses, and concerns, guided by our readings, our ongoing conversations, and your cases (below).

Case Discussion

You'll sign up for a class session in which you present a single case scenario—written by you—for the class's consideration. Your 300- to 500-word case should present a specific scenario that raises relevant pedagogical questions and invites analysis based on what we're learning in this course. You'll then facilitate a 30-minute discussion of your case using pedagogical choices that embody what you're learning in this course.

Microteaching Activity

Using the active learning techniques discussed in class, you'll design a short lesson for the class. Preparation will include formulating learning outcomes and a follow-up assignment; afterwards, you will reflect on the experience and revise your lesson plan. The reflection and revision of your microteaching activity will be submitted as part of your teaching portfolio, below.

Blog Posts

You will submit five blog posts over the course of the semester reflecting on the readings, your own pedagogical experiences, and questions that come up during class discussion.

Teaching Portfolio

You will create and annotate a teaching portfolio comprising materials that are explicitly informed by what you're learning in this course.

- Presentation: a 10-minute presentation in which you share your portfolio with the class. We will ask you to discuss how your portfolio relates to what you have learned in class as well as your own evolving values as a teacher.
- Submitted Portfolio: a collection of the following materials, all of which should be clearly informed by what you're learning in this course:
 - Statement of teaching philosophy (2-3pp)
 - Microteaching artifacts (reflection and revision) (no more than 5 pp)
 - Assignment sequence (instructions handout for students, assessment rubric, rationale essay) (no more than 10pp)
 - One other artifact of your choice (e.g., syllabus, activity for first day of class, activity for last day of class) (no more than 5pp)

Grading system:

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

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

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance 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 course requirements.
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. 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.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

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

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.

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 <http://english.ucalgary.ca/node/245>. 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 <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

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: <http://www.ucalgary.ca/provost/students/ombuds>

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://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, <http://www.ucalgary.ca/pubs/calendar/current/j.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.