UNIVERSITY OF CALGARY

COURSE TITLE:			
Course Number	486 Advanced Lit and the Environment	**FALL 2020**	
Faculty / Department	**Faculty of Arts/Department of English**		
Instructor Name	Dr. Banting	**Email**	pbanting@ucalgary.ca
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary.ca email, and I will respond to emails sent via students' @ucalgary emails within 48 hours during business days.		
Office Location	SS 1010	**Telephone No:**	403-220-5480 (though I will not be on campus)
Office Hours	W 1:30 – 2:30 (via email or Zoom)		
Class Dates/Times/Location	MW 11:00 to 12:15		

Course description:

Eco-theorist Christopher Manes, critiquing the environmental damage made possible in part by anthropocentrism, observes that "To privilege intellect or self-consciousness [or language], as opposed to photosynthesis, poisoned fangs, or sporogenesis, may soothe ancient insecurities about humanity's place in the cosmos, but it has nothing to do with evolutionary theory and does not correspond to observable nature." In this course we will explore the emerging field of multispecies studies, a field in which anthropocentrism is shown to be inconsistent with the discoveries of modern science, ecological networks and "companion species" are revalued, and the category and nature of life itself is being rethought. We will rethink the nature of and relationality between and among animals (including humans), plants and minerals.

Topics for analysis may include corporeality (bodies), species, inter-species encounters, what (or who) are animals and animality, wildness, biophilia, plant-thinking, extirpation and extinction, Indigenous relationships with more-than-human animals, interdisciplinarity, new materialism, animism, and more. For instance, if, as science demonstrates, trees care for their offspring and communicate and cooperate with other trees and, how does this knowledge change how we view plants and their capabilities? How can the subject-object binary be rethought? How do we transform western ideologies such as humanism and individualism to take into account not just human Others but the entire rest of the living, breathing, transpiring, gurgling, howling, trumpeting world? How does it *feel* to be alive? How can we open ourselves to the vital possibilities of multispecies communities?

Course pre-requisite: 12 units of courses labelled English at 300 level or above.

For online courses:
Learning will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.) contexts.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be thirteen weeks of synchronous Zoom sessions throughout the term (as indicated in the course schedule).

*COURSE LEARNING OUTCOMES
Identify the course learning outcomes that describe what learners will know and be able to do by the end of the course.

Upon successful completion of this course, students will be able to:
1. Demonstrate ability to analyze and discuss central issues in the field of ecological literary criticism
2. Use a range of research skills to investigate the primary and secondary course materials
3. Demonstrate the ability to read closely, understand the literary and critical-theoretical materials and to generate new knowledge
4. Articulate the impact that an impoverished environment is having on humans and more-than-human forms of life
5. Deconstruct humanism, individualism and speciesism and have a greater appreciation for the life forms in one's own local and regional areas.
6. Carry out a semester-long major research project
7. Shoot and edit a short video response to a literary text or theoretical question
8. Participate in the creation of the responses on which the possibility of a future that is not barbaric depends.

Texts and readings:

Richard Powers, *The Overstory*

Gail Anderson-Dargatz, *The Spawning Grounds*

Adam Dickinson, *Anatomic*

Additional required course readings will be available for free via the U of Calgary Library, the internet and D2L. They are all listed on the Class and Reading Schedule. **Please download both the schedule and this outline from D2L and save them in a course file on your computer and/or other devices.**

LEARNING RESOURCES

*LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). Please consult the Class and Reading Schedule for this course weekly. [Download it to your device(s) for ease of access.]

* *For online, remote or blended courses:*
In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:
- A computer or comparable device with a supported operating system, as well as the latest security, and malware updates;
- 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 enabled;
- Broadband internet connection.

NOTE: Most current computers including laptops will have a built-in webcam, speaker and microphone.

Assignments and Evaluation:

Research Essay: 25%
Typed, 12-point Times New Roman font, with 1" margins on all four sides of the page, 11 - 12 pp. including separate endnotes and works cited pages, and with <u>a minimum of five appropriate research sources</u> fully incorporated and utilized. Research sources are sources NOT ON THE COURSE syllabus or schedule. Think of the "search" part of the word "research." I.e., if you didn't search for your research, then it isn't research per se.

Flash video, photo montage or visual PowerPoint: 10%
Each student will shoot (using a camera, video camera, phone or tablet camera), edit and present one 5-minute video, series of photos or a visual PowerPoint presentation that emerges from and is connected with the material on the class schedule for the week in which they present. A dated signup sheet will be available during the first class of the term. **A <u>minimum </u>of one week's advance one-on-one remote consultation with the instructor, preferably during office hours, is a prerequisite to being allowed to present. Consultation more than one week in advance is highly recommended. Consultation is not for policing your project: it is for purposes of clarity, guidance and collaboration.**

Major project: 40%
   Proposal (300 – 500 words, and preliminary bibliography, due Sept. 21):   10%
   Timeline (due Sept. 28):   5%
   Written paper   25%

Final take-home open-book examination: 25%

TOTAL   100%

IMPORTANT NOTES:

Passing Grades: Students must <u>complete and submit in a timely fashion ALL of the assignments</u> in order to be eligible for a passing grade in the course.

Students must do their research essay and their flash video on different texts or readings.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

This is a synchronous course. Students are expected to attend class regularly and to be fully present and engaged in all class activities and discussions. This is a **live course**, NOT a correspondence course or an asynchronous course. If you have a significant time conflict (e.g., you work at a job during class time) with the synchronous times of the course, simply take a different course that fits with your schedule.

Additional Regulations:

- **Students must be available for examinations up to and including the last day of the examination period December 12 – December 23, 2020.**
https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html

- There will be NO extra-credit assignments.

- Electronic submission of assignments via D2L is the preferred delivery mode for written assignments. Flash videos will be presented during class time, and a copy posted via D2L.

- **Variety and coverage.** The assignments will each be on a different text / topic for the sake of course coverage.

- **Major project.** Students will propose, design and carry out a research-creation project. Each student must craft a 300 – 500 word proposal and then arrange a one-on-one consultation with the professor about the proposed project so I can make sure that the scope of the project is adequate, neither too large and ambitious to comfortably handle over the course of the term nor of too little potential to merit the percentage allotted for it, and especially so that I can offer guidance, resources and project mentorship. An additional information sheet, project ideas and inspirations will be posted to D2L and discussed during the first couple of classes. Students will also carefully draft and complete a proposed weekly timeline for their projects.

- **Research-creation** is "an approach to **research** that combines creative and academic **research** practices and supports the development of knowledge and innovation through artistic expression, scholarly investigation, and experimentation." (SSHRCC)

- **Google alerts.** This is just a suggestion, not a requirement, but you might want to set google alerts for each of our primary literary texts on the course. It is a handy way of having some, not all, research come to you.

- **Spelling, grammar, punctuation, style, and other formal elements of writing** will be assessed with respect to all assignments for the course, not just specific assignments. There really is no instance or context in which incorrect or poor writing is desirable, not even in ordinary email communication with your professors. Using a salutation in your email such as "Hello Prof. Banting," "Professor Banting," or "Dear Dr. Banting" is advised.

- **Active learning:** The classes will be conducted as a mixture of lecture, class and small-group discussion, field work, workshop, and other forms of learning. A combination of various learning activities provides better absorption and integration of materials and stimulates further thought and insight. Group discussion or group activities of any kind are not time fillers. Participation in all such activities, not just attending lectures, is compulsory. A crucial part of intellectual work is being able to speak about it with others. In short, <u>students will be expected to assume the role of active participants in the co-construction and dissemination of knowledge rather than that of merely passive consumers of it. This includes participation in discussion and other credit-free assignments and activities carried out during class time</u>.

- **Attendance:** Regular and punctual attendance of classes, taking extensive notes and studying are all essential parts of learning. A strong commitment to class attendance, completing the assigned readings <u>in advance</u> of the class for which they are scheduled, avidly participating in your own and others' learning, demonstrating respectful, accountable and open intellectual engagement with the course materials and with fellow students and the professor are very important components of learning. Think of a course as a community, a group of living, breathing, thinking, responding, feeling, knowledge-creating beings -- not unlike you yourself. A course is a kind of workplace or think tank, in effect. Intermittent attendance (more than a couple of absences per term) *always* results in losing one's place in terms of the material and in lower grades.

- **Taking notes:** Research studies have shown that <u>handwritten class notes</u> are markedly superior in terms of acquiring a more thorough understanding of course material and for retention of material in one's memory. While we are Zooming, please do take notes. Using paper already used on one side is a good way of saving trees.

- Keep in mind that it is the student's responsibility to take notes. In other words, <u>notes are not given but taken</u>. Sometimes people assume it is only when there is a PowerPoint Presentation that notes should be taken, but this is far from true. Take notes whenever good observations, ideas or insights are on offer, on screen, in dialogue with others or in lecture. It is also a good idea to take notes during consultation with your professor so that you don't come away from a planning or brainstorming session with half-remembered or completely forgotten suggestions.

- Along similar lines, I highly recommend that you **<u>annotate and underline</u>** the course texts. Don't try to preserve pristine copies of your books for resale to other students who will underline and annotate and therefore may do better than you did in the course! Underlining and annotating in the margins are the best ways of acquiring and consolidating your knowledge of textual material. If you 'make tracks' in your text (<u>though not, of course, in any library books ever</u>), you will be far more likely to take ownership of the knowledge we will be co-creating in the classroom. It is also far more efficient when it is time to study for a test to study your notes, marginalia and underlining in the text than to attempt to re-read the books!

- **Exam:** Anything and everything we study in the course and for which you are responsible outside of class (e.g., completing reading of the texts, watching of videos and films or listening to assigned podcasts, activities, etc.) may be test material.

- **Terminology**: Only booklength works of fiction are called novels. Novels are works of the imagination. Works of <u>non</u>fiction are <u>not</u> fiction: therefore they are not novels. You can call them nonfiction, literary nonfiction, creative nonfiction, or you can refer to them as books or texts. Genre is key to the reading and accurate comprehension of texts. **In other words, the word "novel" is not synonymous with "book." The novel is a genre.**

- **Formatting:** All type-written assignments must be <u>double-spaced in 12-point font with 1" margins on all four sides of the page.</u>

- **Times New Roman** is the default font for work in English literature, though you may use another easily readable font such as Arial, Cambria, or Garamond. No fun fonts, please. Arial can appear a bit simplistic.

- **Late penalties** will be deducted for late assignments. Late penalties can and sometimes do result in a failing grade on an assignment so students will want to start assignments well in advance of any due date. **The late penalty for assignments is one mark per day late.** That is, if an assignment merits a 20/25 (or 80%, A-) but comes in two days late, the mark will drop two marks to 18/25 (or 76%, B). This measure is in place in order to ensure a level playing field for everyone in the course and to facilitate timely completion both of your assignments and my marking. Timely completion is made possible by starting your assignments well in advance of their respective due dates.

- *<u>No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.</u>*

- **Technology:** The instructor reserves the right to outlaw the use of phones, tablets or other distractions in class. **<u>Surfing the web, checking email or social media, taking phone calls or texts during class is strictly forbidden!! Taking calls or texting by leaving the virtual classroom is not allowed either.</u>** Coming to class late or leaving early is not advised either. Such behaviour is far more disruptive and distracting to you, the people near you and the professor than you probably imagine. And you may miss crucial information given out during class.

- **Avoid this common misperception**: We are not studying literary texts simply in order to extract "the main idea" or to get "the general drift" of a text! Quite the opposite. We will be focusing on what is actually on the page. <u>For the same reason, you MUST bring the assigned reading(s) of the day to class. If you don't bring the text of the day to class, you are completely missing the point of literary studies, which is based on close textual analysis first and foremost.</u>

- **Submission of assignments.** <u>Written assignments are due at or prior to the beginning of class on their respective due dates</u>.

- **Feedback**. For each of your written assignments, I will give you editorial feedback on how you can improve the quality of your work. It is expected that you address any indicated deficiencies, errors or infelicities – or even if your writing is very good, you can always improve along the lines I highlight –

prior to submitting your next assignment. (In other words, you don't want to make the same errors, infelicities or omissions over and over.) <u>Save your marked assignments</u>. Do not recycle them right away (or at all).

- **Office hours** will be held virtually via email or Zoom. I will not be holding in-person office hours this term, nor will I likely even be on campus except very occasionally.

- **Grading system: The Desire 2 Learn (D2L)** system keeps a running total of your marks, and your final grade will simply be the letter grade corresponding to the accumulated number of marks you have earned in your assignments by the end of the course. You yourself can also, of course, keep your own running total by saving your graded and returned assignments and adding up the marks as you earn them. Your final grade is simply the number of total marks you create out of 100.

- The standard table below correlates percentages with letter grades and GPAs. <u>This grading scale is standard across the Department.</u> It is not my invention.

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

- Although the A+ is solely an honorific that entails no additional points in the 4-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.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: **http://www.ucalgary.ca/pubs/calendar/current/k.html**

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. 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**

<u>GUIDELINES FOR ZOOM SESSIONS</u>

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, DO NOT share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the

course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others.

Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (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.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

- **Grading system:**
- Assignments will be graded numerically out of whatever each is worth. E.g., 17/25.

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

- How you distinguish between the A and A+ grade: An A+ assignment is both flawless and remarkable in its ambition, scope and execution relative to the level / year of the course.
- The interpretation of the undergraduate university grading system can be found at **https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html**

- For graduate courses, please refer to the Graduate Grading System at the following link: **http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html**
- There is no D- grade.

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**.
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** .

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.