

**FACULTY OF ARTS
DEPARTMENT OF ENGLISH COURSE OUTLINE
ENGL 251-12 (ISAP)**

Literature and Society: NDN Humour

COURSE DAY/TIME:	T/R 2pm-3:15pm synchronous ZOOM
INSTRUCTOR:	Dr. R. Prud'homme-Cranford (Dr. PC)
TELEPHONE:	403-220-446
EMAIL:	lrain.prudhommecranf@ucalgary.ca
OFFICE HOURS:	T: 3:35-4:45 D2L Chat or Zoom; and by appointment (chat, phone, video)
DELIVERY METHOD:	ZOOM & D2L Web-Based
TUTORIAL/SEMINAR:	T/R 2pm-3:15pm synchronous ZOOM
EMAIL POLICY:	Please note that all course communications must occur through your @ucalgary email, and I will endeavour to respond to emails sent via student's @ucalgary emails within 48 hours.

Course Description: This is an examination of the *relationship* of literature to the world around us, with instruction in close reading and logical critical writing. As a class we will consider how literature as a cultural practice responds to and reflects its social context. Therefore, this course is designed to introduce students to critical reading, writing processes, and *discourse* (conversations) required at the University of Calgary and the collegiate level. This course emphasizes how to read a text critically and how to write clear logical researched (supported) persuasive arguments centering literature. We will explore humorous Indigenous (FNMI) works and the ways in which characters, landbases, cultures, languages, decolonization, settler colonialism, histories, and relationships speak to the world around us— past, present, and future. As a *community*, we will seek to create conversations highlighting how “NDN Humour” (comedic/jokes, sarcasm, wit, irony, black/gallows etc) reflects deeper Indigenous *epistemologies* (knowledge-making systems) to influence how we think/imagine about literature (written, visual, oratory etc) and how these texts both create (*rhetoric* structures) meaning and how we make meaning from these texts (*rhetorics* or meaning-making). This course builds student abilities in invention, drafting, and revising through the practice of writing, while emphasizing analytical engagement with text through close reading, research, and class discussion. As a class we will work on constructing various types of argumentation, building critical vocabulary, and editing processes that allow students to interact as a community through literature. Along with developing persuasive writing skills, the course emphasizes formal research methods, documentation techniques, and quotation/paraphrase management skills.

As this course is dedicated to instruction in reading and writing, students must complete at least 2,000 words of *formal academic writing*, excluding essays on exams. Instructors are also expected to give a registrar-scheduled final exam of **a minimum 20% to a maximum 35% value of the overall course grade.**

Required Texts¹:

[Taylor, Drew Hayden. *Me Funny*. Vancouver \[B.C.\]: Douglas & McIntyre, 2005. Canadian Electronic Library. Books Collection. Web.](#) U of C Digital Library (selections)

Smith, Monique Gray. *Tilly and the Crazy Eights*. Second Story Press, 2018.

Robinson, Eden. *Son of a Trickster*. Vintage Canada, 2018.

Camp, Richard van. *Moccasin Square Gardens: Short Stories*. Douglas & McIntyre, 2019.

Taylor, Drew Hayden. *Dead White Writer on the Floor*. Talonbooks, 2016.

Music:

[Arigon Starr. "Please Do Not Touch the Indians." *The Red Road*. 1993.](#)

[Arigon Starr. "Junior Frybread." *Wind Up*. 2000](#)

[Arigon Starr. "Snaggin." *Wind Up*. 2000.](#)

[Joy Harjo. "The Had-It-Up-to-Here Round Dance." *Native Joy for Real*. 2004](#)

[Snotty Nose Rez Kids. "Boujee Natives." *Trapline*. 2019](#)

[Snotty Nose Rez Kids. "Johnny's Teeth." *Snotty Nose Rez Kids*. 2018.](#)

Recommended but not Required:

[MLA handbook 8th edition](#)

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

- Students will learn to read for "thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings" (i.e *close reading*).
- Students will engage with literature/texts as a response to Indigenous knowledges, places/landbases, gender/sexuality, colonization, environmental,

¹ All texts may be purchased via UC Bookstore or are available via U of C online. *However, as your professor, I encourage you to select a method of purchase/borrow that is most economically reasonable for you including but not limited to: amazon; kindle e-books; e-book rental; used books from online vendors. **Due to the nature of mail currently I recommend EBOOKS whenever possible.** All books are available as EBOOK from Amazon.ca and Google Books. IF a student has a financial situation that impacts your ability to access texts- Please see me and we will create a plan of success and access to materials. Note: Any text hyperlinked with "UC" is available digitally for FREE via u of c library, other hyperlinked texts are available via Amazon kindle/Google books, or open access video etc online.* Texts available digitally through U of C library are hyperlinked. You need your U of C ID and Password to access and use the digital library.

- and as a reflection of specific historic movements and moments.
- Students will reflect on connections between *epistemologies* (knowledges) and story-making.
 - Understand the various persuasive appeals connected to the rhetorical triangle-- ethos, pathos, logos, and kairos--and use them to generate persuasive/critical arguments.
 - Understand the constructs of the 5 Rhetorical Cannons--invention, arrangement, style, Memory, Audience/Delivery--and use them to generate persuasive/critical arguments.
 - Develop inquiry strategies and research concepts through the use of the university library and determine appropriate materials for the rhetorical situation.
 - Develop inquiry strategies through the use of the Internet and determine appropriate materials for the rhetorical situation.
 - Critically analyze scholarly reading materials and literatures.
 - Integrate ideas and concepts from scholarly reading materials into their own work.
 - Apply MLS documentation and citation and recognizing plagiarism.
 - Control surface features of their writing such as syntax, grammar, punctuation, and spelling.
 - A digital copy of all assignments is expected in class on the due date on D2L
 - All written essays and formal papers must be in MLA style explicitly. 12pnt times new roman font.
 - Papers will turned in as word.docx or rich text format (RTF). Doc ONLY. If you are unable to turn in your assignment as stated above, please see me after class.
 - All students are required to fully participate in class discussions. Students who miss or do participate in class writing or group work will not earn participation credit.

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

Major Assignments and Evaluations²:

- 1) Vocabulary and Concepts Test: Short answer on technical terms and techniques involved in reading and writing about literature. Exam will be on D2L. **Vocabulary quiz opens D2L 11 pm October 23 to 11 pm October 25** 15%
- 2) Digital Midterm: You will be responsible for an OPEN BOOK Online D2L midterm exam. Midterms will be held during the 7th week and will comprise all material read,

² Note both the short paper and final paper assignments along with due dates are posted in DETAIL on D2L on the FIRST day of classes. We will go over them on class on the first day, and again, as scheduled on the syllabus.

assigned, and discussed/lectured in class to that point. We will hold an in class review the week before the test. Your mid-term exam will be a combination of short answer and true/false. We will go over the midterm closer to the date of the exam. **Midterm opens D2L 11 pm October 23 to 11 pm October 25** 15%

- 3) Essay Paper Draft with Mandatory Conference: Each student will write a 3 page draft of the final essay paper on assigned text from class (or another text approved by the instructor incorporating NDN humour). Full assignment instructions will be provided. This paper will be used as a *draft* towards your *expanded* final paper. **Paper Rough Drafts are due November 7 at 8pm on D2L and conferences will be held virtually the week of November 16th**: Pass/Fail 10%
- 4) Final Essay Paper: Each student will write a 5-8 page *persuasive analysis* of two of the readings from class. This final papers (expanded from your rough drafts) must incorporate TWO texts covered in class (or another text approved by the instructor incorporating NDN humour). Students will expand their first short paper. Full assignment instructions will be provided. **Final Essays are due December 10th at 80pm on D2L**. No essays will be accepted after the deadline. 30%
- 5) Final Exam: You will be responsible for a registrar open book Final exam. Finals will be held during the Registered Final Exam session and be open book comprising all material read, assigned, and discussed/lectured in class. We will hold an in class review the week before the test. Your final exam will be a combination of short answer, fill in the blank, and close reading response. We will review and go over the final closer to the date of the exam. **Students must be available for examinations up to the last day of the examination period December 12 – December 23, 2020.** <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> 20%
- 6) Participation: Participations consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses, responses to in class writing on discussion questions, group discussion/writing, quizzes, *and attendance*. Attendance is defined as being present ON CAMERA in the Zoom Classroom. 10%

Paper draft, Final paper, Midterm, and Final exam must be completed for passing grade

Grading³

90 + %	A+
85 – 89 %	A
80 – 84 %	A–
77 – 79 %	B+
74 – 76 %	B

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

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

A+/A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

General Rubric:

"A" Paper Has:

- A clear, relevant introduction that engages the reader
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples within the body of the paper that prove the thesis
- Text that demonstrates comprehension of the prompt and subject matter
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- Few punctuation errors
- A writer's voice that is clear and personal
-

"B" Paper Has:

- An introduction with a thesis that perhaps is unclear
- Good organization
- Relevant examples in the body of the paper
- Commentary/analysis that lacks development
- A clear understanding of prompt and subject matter but not as focused as an "A" paper
- Rough transitions between paragraphs
- Lack of depth and insight in conclusion
- Few spelling errors
- Frequent punctuation errors
- An inconsistent voice that lacks clarity and creativity

"C" Paper Has:

- An introduction that is abrupt or does not engage the reader
- Unclear or inconsistent organization
- Unfocused, poorly chosen examples that perhaps do not prove thesis
- Weak analysis of examples
- A conclusion that simply restates the introduction
- Frequent spelling and syntax errors
- Little evidence of the writer's voice

"D" Paper Has:

- No clear sense of introduction or an introduction that does not engage the reader
- A weak thesis that perhaps lacks validity
- Few or no examples in body or plot summaries as examples
- No development of thesis
- No clear conclusion or a conclusion that is irrelevant to the ideas presented in the paper
- Several spelling, grammatical, and punctuation errors

"F" Paper Has:

- Illogical thesis, if a thesis is present
- No structure or organization
- No evidence of comprehension of prompt and/or subject matter
- Poor or inappropriate conclusion
- Excessive errors in spelling, grammar, syntax, and/or punctuation

Participation

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

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

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

Digital D2L Midterm and Digital Registrar: You will be responsible for an OPEN BOOK Online D2L **midterm exam**. Midterms will be held during the 7th week and will comprise all material read, assigned, and discussed/lectured in class to that point. We will hold an in class review the week before the test. Your mid-term exam will be a combination of short answer and true/false. We will go over the midterm closer to the date of the exam. **Midterm opens D2L 11 pm October 23 to 11 pm October 25.** You will be responsible for a registrar open book **Final exam**. Finals will be held during the Registered Final Exam session and be open book comprising all material read, assigned, and discussed/lectured in class. We will hold an in class review the week before the test. Your final exam will be a combination of short answer, fill in the blank, and close reading response. We will review and go over the final closer to the date of the exam. **Students must be available for examinations up to the last day of the examination period December 12 – December 23, 2020.** Both the midterm and final will be open book (meaning students can use their reading, lecture, and note material-- *This does not mean exams may be taken in consultation with other students*). Students will have a three-day window to take the midterm, and a three-day window to take the final. This is for your own convenience and comfort. Once you log-on to start the midterm and/or final, students will have a three-hour window to finish the 50 question exam. The 46 hour window to choose a start day and the three-hour exam time limit,

(once the exam is started), allows ample time for students who need extra test time, have test anxiety, etc.; while allowing students the opportunity to take the exam in an environment most comfortable to them: home, work, computer lab etc.⁴ We will go over the midterm and final closer to the date of the exam.

LATE PENALTIES (other than the Final paper), will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue.

EX: A paper three days late that on time would have earned a score B/76 will earn a score of C/62.

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

Current Academic Calendar:

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>

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

⁴ For students who may need more accommodation and have documentation from student access, please see me for arrangements.

request a one on one meeting outside of these hours, to be held virtually.

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

Classroom Decorum and Respect

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY.

Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender biased, homophobic, transphobic, classiest, sizest and/or racially biased language, and unapproved electronic devices.

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

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

<http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Library and Research Support:

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyle@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](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

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

The full policy on Student Accommodations is available

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

Emergency Evacuation/Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: <http://www.ucalgary.ca/legalservices/foip>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at

ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

***RESEARCH ETHICS (if applicable)**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

***INSTRUCTOR'S INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

***FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

***COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

***MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

***OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference – please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:
 - a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
 - b) parts of the work are taken from another source without reference to the original author,
 - c) the whole work (e.g., an essay) is copied from another source, and/or,

- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

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

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar; <https://www.ucalgary.ca/pubs/calendar/current/k-2.html>

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

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