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| Course Title: | | | |
| Course Number | ENGL251-05 | SPRING 2020 | |
| Faculty / Department | Faculty of Arts/Department of English | | |
| Instructor Name | W. Mark Giles | Email | Williammark.giles@ucalgary.ca |
| Instructor Email Policy | Response within 2 business days, 9 AM – 5 PM; no after-hours/weekend service | | |
| Office Location | On-line | Telephone No: | N/A |
| Office Hours | Tuesday and Thursday 12 noon – 1 PM Zoom or by appointment | | |
| Class Dates/Times/Location | Monday 10:00AM - 11:30AM Zoom meeting Wednesday 9:30AM - 11:30AM (may be split into two 50-minute tutorials – details on D2L) | | |

Course description:

From Calendar: An examination of the relationship of literature to the world around us, with instruction in close reading and critical writing. Considers how literature as a cultural practice responds to and reflects its social context. Includes the study of at least one text by an Indigenous author.

Course Hours:

3 units; (2-1T) or (1.5-1.5T)

Antirequisite(s):

Credit for English 251 and 201 will not be allowed.

This section of ENGL251 focuses on understanding narrative. Beginning. Middle. End. BME. This course will examine narrative using this basic structure. In the first part of the course, we will be looking at beginnings. In the middle part of the course, we will be looking at middles. In the last part of the course, we will be looking at endings. All stories have these elements. Even stories that appear not to have beginnings, or whose endings are obscure. What happens when you read a story backwards? Or begin a book in the middle? Using the basic frame of BME we will examine how narratives are put together. We will ask: Who Speaks, To Whom? At what distance? What is the difference between narrative discourse and story? We will explore character design, development, and agency. We will interrogate genre expectations. What is the relationship between narrative and ethics? Are all stories political, or are they aesthetic? How does time operate in narrative, and why? What is the relationship of reading (or viewing, or playing, or listening) to meaning-making – does a narrative have ready-made meaning waiting to be discovered like a hidden gift, or does the reader generate meaning through narrative engagement? “We tell ourselves stories in order to live,” writes the brilliant essayist Joan Didion. “The truth about stories is that’s all we are,” writes the novelist (and essayist, and broadcaster) Tom King. “[W]e are all virtuoso novelists, who . . . try to make all of our material cohere into a single good story. And that story is our autobiography,” writes the philosopher of consciousness Daniel Dennett.

You might be thinking, “This all seems a little overblown – I just think stories are cool, and I don’t want to spoil the fun by thinking too hard about them.” Allow me to indulge in an analogy. You can be the person

who calls an Uber or you can be the person who designs a ride-sharing app. You can be the person who drives a rental car but doesn't know how where to find the engine, or you can be the person who builds their own Fast-and-Furious road rocket. In this course, we're going to look under the hood and find out what makes the narrative machinery run the way it does.

Learner Outcomes:

- Identify the social contexts of lived experience and of scholarly and creative practices in relation to narrative;
- Fully participate in a community of learning practice;
- Apply the ethical dimensions of scholarly and creative practices;
- Gather, review, evaluate, and interpret information in oral and written discourse;
- Recognize the limits to one's own knowledge and ability; appraise the uncertainty and ambiguity of, and limits to knowledge, and hypothesize how this might influence analyses and interpretations
- Recognize the historical, methodological, and critical discourses relevant within the specific field of students' major areas of study.
- Apply developed skills in the written and oral expression of complex and critical ideas;
- Demonstrate an understanding of narrative theory and analysis.

Texts and readings:

A student in a version of this class once asked me why I chose such "weird" narratives, with serious content, and unconventional forms. Of course I don't think they are weird at all – although I do recognize their presentation might not be in everyone's wheelhouse. I am not including any pop-culture type stories, or familiar genres, or blockbuster spectacles because they are too familiar. Most of you are already expert in the expectations of genre, whether they be dystopian fantasy or first-person-shooter games. You are experts the story beats and tropes of superhero movies and even the larger story beats of the industrial cultural-production machinery behind such events. I am not opposed to narrative as commodity, entertainment, escape, taste and identity self-fashioning, not to mention the rich fields of parody and even meme-sharing that are derived from these productions. But I do believe there is value to working with texts outside the familiar zones of experience.

There are TWELVE BASIC TEXTS in this course; all participants are expected to read and/or view them all thoroughly. We will be reading all twelve of the texts simultaneously -- the Instructor hopes this doesn't blow the minds of some course participants. But because the course is framed around Beginning-Middle-End (BME), you will read all the beginnings; then the middles, then the endings.

And don't worry – some of the texts are very short.

All are available on D2L.

The Twelve Basic Texts:

Cave of Forgotten Dreams, film, directed by Werner Herzog
"A Clean Well Lighted Place," short story, by Ernest Hemingway
"Borders," short story, by Thomas King
"Araby," short story, by James Joyce
"Queen of the North," short story, by Eden Robinson
"Sonny's Blues," short story, by James Baldwin
"Mother's Day," short story, by Gloria Sawai

“In a Station of the Metro,” poem, by Ezra Pound
“This Is Just to Say,” poem, by William Carlos Williams
“Stuart,” short story, by Zadie Smith
“Letters from Whetu,” short story, by Patricia Grace
“A Report to the Academy Kafka,” short story, by Franz Kafka

Supplemental Reading:

A number of supplemental texts will be made available on D2L, having to do with emotion and affect, narrative and time, the significance of story, story beats, etc. etc. None of this is “required reading” but it will help you understand the course material.

Assignments and Evaluation:

Full assignment descriptions on D2L

- Weekly reading quizzes on D2L: Must be completed before each Monday meeting (except May 18 – that week due May 20). 5 @ 3% each = 15%
- Attendance: see notes below 1% for each meeting to a maximum of 10% = 10%
- Participation blogs on D2L: 2 % for a maximum of 10% each week due Friday from May 15 to June 19. = 10%
- One-page paper, May 19: =10%
- Two-page paper, June 1 =10%
- 6-page paper, June 15= 20%
- Final exam = 25%

There is a registrar-scheduled final exam

The 6-page paper and Final Exam must be completed to receive a passing grade. Failure to complete one or the other or both will result in a grade of F.

- 10% One-page paper (250 words)

A one-page paper that follows an instructor-supplied template and is intended to focus on creating a single clear purpose or thesis statement, formatting, presentation, and citation

- 10% two-page paper (500 words)

A short paper in which a student summarizes and evaluates a critical text

- 20% six-page paper (1500 words)

A critical analysis essay based on close critical reading and interpretation of one or more course text

- Attendance in the on-line meetings is essential to the course outcomes of participating in a community of learning practice, and in developing skills of written and oral discourse and expression.
- 1 percent will be allocated for each on-line meeting at which you are present, or from which you respond to exercises, to a maximum of 10%. At some point in every meeting, the instructor will request that each participant turn on their camera and/or microphone, or to respond to the chat, or to do an in-class exercise and share or post it immediately, to register presence. You must do so at the time requested, not before, not after.

- 2 % will be allocated every week to a maximum of 10% in a participation blog activity due Friday each week beginning May 15 and ending June 19.

Additional Regulations:

- Examinations and Tests for weighting of tests during the last 14 days of lecture may not count for more than 10% of the final grade, except in the case of laboratory or oral testing, take home examinations or terminal projects. This rule does not apply in the fall term to full courses. (Calendar, G. Examinations and Tests: <http://www.ucalgary.ca/pubs/calendar/current/g.html>).
- Please note the recently passed (June 10, 2013) departmental regulation: Instructors of undergraduate courses will provide marked feedback on 40% of a student’s final grade (provided students meet posted deadlines) by the following dates: 1) one week before the withdrawal date for half courses; or 2) by the end of the first week of the second term for full courses. Note: Deadlines for the return of work may differ slightly for Spring Term and Block Week courses.

Late or Missing Work:

Assignments are due on specified date.

- The D2L Quizzes must be completed by 8:00 AM on their due date. There is no make up for missed quizzes.
- The Participation blogs must be completed by 8:00 PM on their due date. There is no make up for missed blog posts.
- The One-Page Paper is due Tues., May 19. It can be submitted without penalty after May 19 until 1:00 PM Mon, May 25. Papers received after May 19 will receive a grade but no comments.
- The Two-Page Paper is due Mon., June 1. It can be submitted without penalty after June 2 until 1:00 PM Mon, June 8. Papers received after June 1 will receive a grade but no comments.
- The Six-Page Paper is due Mon., June 15. It can be submitted without penalty after June 15 until 4:00 PM Friday, June 19. Papers received after June 15 will receive a grade but no comments.

Grading system:

This course follows the English department’s standardized percentage conversion scale.

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|-----------|----|-----|-----------|----|-----|
| 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 |

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.

Assignment submission instructions

- No assignments will be accepted by email.
- Essays must be uploaded to the appropriate D2L dropbox
- All written work submitted to D2L MUST conform to MLA formatting, including double spacing, 12-point font (Times New Roman preferred), name and page number on every page. Single spaced work, work without names and page numbers, and work in other font sizes will not be marked and assigned a grade of F
- All attachments must be in either Word (doc or docx) or PDF format. Files submitted in other formats will not be opened and assigned a grade of F.
- Empty, partial, or corrupted files will be assigned a grade of F. It is the student's responsibility to ensure readable files are uploaded.
- Files uploaded to D2L must have the following naming convention: YourLastName-ENGL251-AssignmentName. Files submitted lacking your name and the course number in the filename will not be opened and assigned a grade of F.
- Files uploaded to D2L must have alphanumeric-only filenames. Letters, numbers, hyphens, and periods only. They cannot contain any accents or other diacritical marks, punctuation marks (other than hyphens or periods), or special characters.

Communication with Instructor: Office Hours and Email

Please, visit me in my office hour. F2F meetings, even over Zoom, are most productive. Make an appointment if the office hour doesn't work. I like meeting with students!

Otherwise, use email; from the *Calendar*:

Student Communication and Responsibilities

The University of Calgary's primary method to communicate with students is electronic communications. This includes email and Student Centre notifications.

University of Calgary students are provided with a UCalgary email address. Official notifications and communications from the University of Calgary will only be sent to the UCalgary email address. Students are responsible for ensuring they set up their UCalgary email prior to the start of their first term at the University of Calgary and are accountable for reading messages sent to their UCalgary email account, or posted on their Student Centre, on a regular basis to ensure important information is not missed.

Email cannot replace the on-line meetings – I cannot use it to give special tutorials for missed classes. I cannot pre-mark assignments (though I am happy to meet with you to discuss assignments and expectations and work in progress). I will not use email to provide information that is available elsewhere, such as in this course outline, on D2L, or in assignment instructions. Questions regarding content or explications of course texts are better asked or addressed in meeting time or office visits.

I will always try to respond to emails within two business days. There should be no expectation that I consult my emails in evenings or on weekends. I may not reply to emails that are simply information about absences.

A note on professional etiquette: emails should have ENGL251 in the subject line. You should have a salutation that is suitably formal: "Dear Dr. Giles" if you are asking for something, like a meeting to discuss an assignment grade; perhaps simply "Dr. Giles" if you are advising of an absence. On rare occasions –

perhaps following up on a conversation, or in an email chain where a certain rapport has been established, you can hazard “Mark” or “Dear Mark” – but don’t presume familiarity, take your cue from your instructor’s behavior.

There is no occasion when “Hey” is an acceptable salutation.

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: maboym@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 by emailing karen.preddy@ucalgary.ca. 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 Deferral 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> .

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

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! Call 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.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

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

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing

learning and teaching, and selecting courses (www.ucalgary.ca/usri). 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. . 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.