COURSE TITLE: BODIES OF WORK: DIFFERENCE, TRANSFORMATION, AND (POST)COLONIALITY			
Course Number	ENGL251 SEC-2		**WINTER 2021**
Faculty / Department	**Faculty of Arts/Department of English**		
Instructor Name	Paul Meunier	**Email**	pnmeunie@ucalgary.ca
Instructor Email Policy	I will respond to emails sent via students' @ucalgary emails within two working days. Please note that all course communications must occur through the students' @ucalgary email.		
Office Location	SS 1133	**Telephone No:**	n/a
Office Hours	ONLINE: M – 11.00-12.00 *or any other time by appointment		
Class Dates/Times/Location	ONLINE: M 10.00 – 10.50 W 10.00 – 10.50 F 10.00 – 10.50		

LAND ACKNOWLEDGEMENT:

The University of Calgary is located on the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksiká, Piikáni, and Káínai First Nations), as well as the Tsúūt'ínà First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

COURSE DESCRIPTION:

Bodies (human or otherwise) have long been central to concepts of representation throughout literary history. Bodies navigate the worlds around them – bodies move through story, encounter other bodies unlike their own, face conflict, grapple with selfhood and difference, and sometimes change or evolve. And through the metaphor of the body, texts can also provoke bigger considerations – bodies of land, bodies of power, even how "shape-based" text is arranged on the page; each can spark political discussion. This course covers a range of creative representations throughout history, through different genres of writing, moving from early forms of normativity and difference, to authors who destabilize binaries, and modern interpretations of how a politics of selfhood are explored. This course considers the importance of embodiment and identity; it also examines the extent to which representation both reflects the concerns of a text's cultural moment, and continues to speak to ours. It will encourage students to consider the extent to which literature engages with embodied politics, mindful of gender, race, ability, sexual orientation, land and location. In so doing, the course will prompt students to confront their own paradigmatic views of selfhood, and encourage the class to think critically about the ways in which authors have either repressed or reflected the concerns of marginalized communities throughout history.

This course will take place **online** via Desire2Learn (D2L) and Zoom. Students will attend a total of **35** live Zoom seminars during this course. Monday, January 11 is the Course Introduction, and all students are required to attend. To best succeed in the course, students are encouraged to participate in all asynchronous learning tasks, course readings, and assignments using D2L, in addition to synchronous Zoom seminars and office hours**.**

Online office hours will be held Mondays and Wednesdays after class, from 11.00-12.00 MST. Students are encouraged to attend office hours for assistance with their critical thinking and academic writing, and with any questions they may have regarding the course readings.

When unable to participate in the live Zoom seminars due to the time difference or unforeseen circumstances, students are encouraged to inform the Instructor in advance and watch the recorded Zoom lecture on their own time. All Zoom lectures are recorded and uploaded to D2L, with their corresponding presentation slides.

The course is designed to develop students' skills in critical reading and effective, logical writing. Students will produce at least 2000 words of formal, academic writing during the semester, and there will be an end-of-term Registrar-Scheduled Final Exam. Both the Mid-Term Exam and Registrar-Scheduled Final Exam will include multiple-choice questions; the Final Exam will also include an additional written response question, and an essay component.

COURSE LEARNING OUTCOMES:

This course has the following learning outcomes:

1) To develop students close reading, which, among other things, requires a student to realize that a text is constructed, and not a transparent reflection of reality;

2) To introduce students to a range of technical terms and critical tools with which to interpret texts;

3) To provide instruction on how to write a strong, well-supported, clearly written academic essay. This includes introducing students to the idea of writing as a process by guiding them through the various stages of composition and teaching students how to create effective arguments;

4) To introduce students to proper documentation, including what constitutes plagiarism;

5) To advance students library research skills: how to search and locate reference works, books and articles, both electronic and print; and how to use print and online resources responsibly and thoughtfully;

6) To encourage students to engage with other scholars, by asking them to respond to critical texts in their academic writing.

TEXTS AND READINGS:

Books – Available at U of C Bookstore

Jordan Abel, *Injun*
Wayde Compton, *The Outer Harbour*

Films

Hedwig and the Angry Inch, directed by John Cameron Mitchell
Paris is Burning, directed by Jennie Livingston
"The making of 'A Different Romeo & Juliet'," produced by British Council Bangladesh

Online Readings – Available on D2L

Adrienne Rich – 3 poems
Beowulf (Partial): *The Story*, Parts II, III, XII, XIII
Catherynne M. Valente, *Silently and Very Fast* (Part One)
Mary Shelley, *Transformation*
Pauline Johnson – 3 poems

Online Theory – Available on D2L

Anita Heiss, "Post-Colonial – NOT!"
Arjun Appadurai, "Disjuncture and Difference"
Jacqueline Valencia, "Conceptualism in the Resistance"
Susan Bennett and Christie Carson, "Introduction," *Shakespeare Beyond English*

SCHEDULE – READINGS, DUE DATES, CLOSURES:

Week 1	Jan 11	Course Introduction
	Jan 13/15	*Beowulf – The Story*, Part II, Part III
Week 2	Jan 18	*Beowulf* – Part XII, Part XIII
	Jan 20	Lecture: *Sir Gawain and the Green Knight* (no reading required)
	Jan 22	Arjun Appadurai, "Disjuncture and Difference"
Week 3	Jan 25/27/29	Mary Shelley, *Transformation*
Due Date	Jan 31	Assignment #1, Practice Essay Plan
Week 4	Feb 1/3/5	Pauline Johnson – 3 poems
Week 5	Feb 8/10	Adrienne Rich – 3 Poems
	Feb 12	Jacqueline Valencia, "Conceptualism in the Resistance"
Week 6	Feb 14-20	Reading Week, no classes
Week 7	Feb 22/24	Jordan Abel, *Injun*
	Feb 26	Mid-Term Exam (Online During Class)
Week 8	Mar 1/3/5	*Paris is Burning*
Week 9	Mar 8/10/12	"The making of 'A Different Romeo & Juliet'" & "Introduction," *Shakespeare Beyond English*

Week 10	Mar 15/17/19	Wayde Compton, *The Outer Harbour* (pp. 1-100)
Week 11	Mar 22/24/26	Wayde Compton, *The Outer Harbour* (pp. 101-200)
		& Anita Heiss, "Post-Colonial – NOT!"
Due Date	Mar 28	Assignment #2, Academic Essay
Week 12	Mar 29/31	*Hedwig and the Angry Inch*

| Week 12-13 | F/M, Apr 2-5 | Recognized Holidays, university closed |

Week 13	Apr 7/9	Catherynne M. Valente, *Silently and Very Fast* (Part One)
Week 14	Apr 12	Catherynne M. Valente, *Silently and Very Fast* (Part One)
	Apr 14	Course Summary, Final Exam Preparation

Registrar-Scheduled Final Exam: Date and time to be determined

LEARNING TECHNOLOGIES AND REQUIREMENTS:

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 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 a microphone;
- Current antivirus and/or software enabled;
- A secure and reliable broadband internet connection.

This is a synchronous, online course taught via D2L and Zoom. There is a D2L site for this course that contains required readings and other relevant class resources and materials (see: d2l.ucalgary.ca)

ASSIGNMENTS AND EVALUATION:

Practice Essay Plan – **Due Sunday, January 31, 11:59pm on D2L Dropbox (15%)**
In this 500-word assignment, students will learn how to plan and develop an academic paper. They will begin by narrowing down a topic of interest to provide a clear, specific thesis statement that presents a debatable claim. Students will learn how to reference their citations in MLA 8, and show how they plan to integrate textual evidence into their argument. Students will also develop the skills to structure their argument in a thoughtful and critical way.

Mid-Term Exam – **Online During Class, Friday, February 26, 10:00-11:15am (20%)**
The Mid-Term Exam is comprised of two parts:
Part 1, Multiple Choice: Students will answer a selection of multiple-choice questions; and
Part 2, Essay: Students will be presented a set question with a selection of textual passages; students will choose one of the passages, then answer the question using their passage in an essay-style response.
The Mid-Term may be written (online) during class time, and there is no lecture on February 26. Due to online education needs, there are two accommodations in place: The Mid-Term Exam is designed to be written in 75 minutes, but students may use a full 120 minutes (2 hours) to complete the Exam. Also, the Exam may be written any time during a 24-hour window once the Exam period has commenced. The Exam will be open book.

Academic Essay – **Due Sunday, March 28, 11:59pm on D2L Dropbox (25%)**
Students will write a 1500-word academic essay that develops skills from the Practice Essay Plan. Students will engage with one of the course's creative texts and relate their chosen text to a minimum of one peer-reviewed, critical article that helps support their claim. Students may choose from critical theory assigned in the course readings, and/or use an external source they deem suitable.

Registrar-Scheduled Exam – **Date and Time to be Determined by Registrar (30%)**
The Registrar-Scheduled Final Exam is comprised of three parts:
<u>Part 1, Multiple Choice</u>: Students will answer a selection of multiple-choice questions;
<u>Part 2, Written Response</u>: Students will be presented one textual passage and answer a set question; and
<u>Part 3, Essay</u>: Students will be presented a set question with a selection of textual passages; students will choose one of the passages, then answer the question using their passage in an essay-style response. The date and time of the Registrar-Scheduled Final Exam will be announced during the semester, and students must be available for examinations up to the last day of the examination period: April 19-29, 2021. Like the Mid-Term, the Final Exam will be open book.

Participation – **Group Discussion Thread Posts – Weekly Contributions (10%)**
Participation in the course will be graded on the basis of eight (8) weekly, online groupwork posts in a D2L "Discussion Thread" forum. Groups will be pre-assigned. Due Sunday nights, 11:59pm, beginning January 20, each member of the group will make weekly contributions to an online discussion, for your group only, featuring an interesting or challenging quotation, scene, or concept from that week's assigned reading(s). Keep the posts brief, yet detailed and succinct – no less than 2 sentences per student, no more than 5 sentences per student, max. Each member of the team shall participate in the group's weekly discussion thread, and each student will receive 1% per week for their contributions by providing the quotation, scene, or concept that interests them, and/or by commenting on one of their peers' initial posts in the thread. If there are more than one assigned texts that week, students may choose which text to comment on. Failure to make an online contribution will result in the loss of the grade % for that week. No late submissions/posts are permitted. The discussion thread space is designed to encourage engagement with the texts and each other – respectful, yet informal writing is allowed. On the weeks we read Wayde Compton's book *The Outer Harbour*, online participation is worth 2%.

PARTICIPATION SCHEDULE – GROUP DISCUSSION POSTS:

Week 2	Sun, Jan 17	*Beowulf* – Part II, Part III, Part XII, <u>or</u> Part XIII	- 1%
Week 3	Sun, Jan 24	Mary Shelley, *Transformation*	- 1%
Week 4	Sun, Jan 31	*No posts required – Assignment #1 due Sunday at 11:59pm	
Week 5	Sun, Feb 7	Adrienne Rich – 3 Poems	- 1%
<u>Week 6</u>	<u>Feb 14-20</u>	<u>Reading Week, no classes</u>	
Week 7	Sun, Feb 21	Jordan Abel, *Injun*	- 1%
Week 8	Sun, Feb 28	*No posts required since the Mid-Term Exam is two days prior	
Week 9	Sun, Mar 7	"The making of 'A Different Romeo & Juliet'" and/or "Introduction," *Shakespeare Beyond English*	- 1%
Week 10	Sun, Mar 14	Wayde Compton, *The Outer Harbour* (pp. 1-100)	- 2%
Week 11	Sun, Mar 21	Wayde Compton, *The Outer Harbour* (pp. 101-200) and/or Anita Heiss, "Post-Colonial – NOT!"	- 2%
Week 12	Sun, Mar 28	*No posts required – Assignment #2 due Sunday at 11:59pm	
<u>Week 12-13</u>	<u>F/M, Apr 2-5</u>	<u>Recognized Holidays, university closed</u>	
Week 13	Tues, Apr 6	Catherynne M. Valente, *Silently and Very Fast* (Part One)	- 1%

* Students will have received at least 40% of their final grade, with feedback, by Wednesday, April 14;

* There will be no extra-credit assignments in this course;

* Both formal assignments are to be submitted to the Dropbox provided on our D2L section;

* All Group Discussion Thread posts are to be submitted to your group forum on the D2L Discussion Thread;

* All assignments do not have to be completed in order to receive a passing grade. However, failure to attend the Final Exam, or to submit the Academic Essay will make passing the course extremely difficult;

* Assignments submitted after the deadline 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. No assignments will be accepted one week past the assignment deadline without prior consent of the Instructor. No late Group Discussion Thread posts are permitted.

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS:

This course requires students to be able to access a laptop and the Internet. Students are also responsible for being aware of the University's Internet and email use policy, which can be found at:
https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy

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**

GUIDELINES FOR ZOOM SESSIONS:

During this course, students will be required to attend a total of **35** live seminars via Zoom. 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 asked to leave their webcams on when present at a seminar**, and **unmute their device** when invited to speak during group work, or in question and answer sessions.

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 (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). The Instructor will 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:

Course grades are based on the University of Calgary four-point Undergraduate Grading System and the standard percentage conversion chart of the Department of English:

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. There is no D-grade.

A detailed grade rubric will be provided for the Practice Essay Plan, Mid-Term Exam, Academic Essay, and Registrar-Scheduled Final Exam, uploaded to the D2L site for ENGL 251 on the course "Content" page.

Grades assigned for the Group Discussion Thread Posts will be assigned according to participation-based criteria stated in this Course Outline. Students will receive either a full grade of 1% for contributing on the scheduled weeks, or 2% for comments on *The Outer Harbour*, March 14 and March 21. Students will receive 0% for non-participation, and posts that do not meet the assignment criteria (e.g. "I have nothing to say about this text") will also receive 0%. No partial grades will be applied.

The interpretation of the undergraduate university grading system can be found at:
https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html

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.

"Plagiarism" occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student's own. Work may include algorithms, code, composition, data, methods, design,

formulae, images, indigenous oral teachings, art and ceremonies, organization of ideas, and scientific and mathematical concepts.
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf

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 **https://www.ucalgary.ca/pubs/calendar/current/welcome.html**

Grade appeals:
Consult the following University Calendar link and request advice from the English Department office, SS 1152 or email adveng@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 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:
https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html
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
https://www.ucalgary.ca/pubs/calendar/current/b-6.html
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 **https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html**

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

"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.