

**FACULTY OF ARTS DEPARTMENT OF ENGLISH COURSE OUTLINE**  
**ENGL 493-L01: Global Indigenous Literatures**  
**"Mycelium Migrations: Land Kinships, Gender,**  
**& Eco-Colonialism"**

**Professor: Dr. Rain Prud'homme-Cranford**  
**Winter: 2022**  
**Office: SS 1124/ Remote D2L Chat and Zoom/ In-Person upon Campus Return**  
**Phone: 403-220-4664**  
**Email: [Lrain.prudhommecranf@ucalgary.ca](mailto:Lrain.prudhommecranf@ucalgary.ca)**  
**Sessions: T/R 11am-12:15pm Synchronous Zoom/ SS 109 In-Person upon Campus Return**  
**Office Hours: T/R 12:30-1:30pm Zoom and by appointment/ In-Person upon Campus Return**



“[Our]celium,” Rain Prud'homme-Cranford 2021

**Course Description:** In her work *Braiding Sweetgrass*, Robin Wall Kimmer (Citizen Potawatomi) cites Anishinaabe ethnobotanist Keewaydinoquay, saying “Puhpowee, translates as ‘the force which causes mushrooms to push up from the earth overnight.’” (49). Kimmer continues saying: “As a biologist, I was stunned that such a word existed. In all its technical vocabulary, Western science has no such term... You’d think that biologists, of all people, would have words for life. But in scientific language our terminology is used to define the boundaries of our knowing. What lies beyond our grasp remains unnamed.” (Ibid). Fungi roots our planet— they grow across vast systems of mycelium, working in concert with oceans, rivers, streams (the blood of mother earth) and in doing so, mycelium works as the earth’s central nervous system while enabling the processes of life/death cycles. The land reminds us we are an interconnected multi-organisms. The word for ecology is from the Greek *oikos*, meaning home (Kimmer 85). And so, in this course we center the landbase kinships and homespaces of Indigenous bodies, communities, and creative production as it connects globally. Hence, it is critical to interrogate the ongoing art, activism, and resistance centering Indigenous landbases, gender, and eco-colonialism. Therefore, as a community, this class will explore theories, connectivities, histories, political activism, issues of sovereignty, practices of eco-colonialism and correlations with gender exploitation and gendered violences, as well as ecological conservation and activism/cultural resurgence practices through conversations within Indigenous literature/text from a *transIndigenous/Global Indigenous* context. This course engages in dialogues addressing struggles between Indigenous peoples over land/water rights/body rights and land/water/body exploitations including fracking, oil, mineral and mining rights, and subsequent impacts on soil quality, water pollution, and tribal health and wellness (including food supplies and access) as well as rape, sexploitation, exploitation, gendered policies/politics, MMIWG, birthing/birthrates, and culture-bearing practices. Reading across the Canada, U.S., Latinx Americana, Pacific Islands/Polynesia, and Australia we will explore mycelium migrations or literary traces and political activism between Indigenous Peoples’ centering Land-kinships, Oil/Mining/Gas, and WATER.<sup>1</sup> The reading is rigorous (aprx. novel

<sup>1</sup> **Class Disclaimer:** As this material is necessary to understanding settler-colonialism, patterns of violence, survivals through sexual, historic, and physical traumas, please know some material might be *triggering*. However, making space for Indigenous stories, survivance, and witness, means hearing the stories of Indigenous Peoples unfiltered. Students are encouraged to engage with the material and supported as we travel through triumphant, defiant, resistant, and traumatic narratives as a community.

and article a week). Students are encouraged to work collectively on readings within both their assigned groups and personal study groups.

Prerequisite: 60 units including 3 units of courses labelled English at 300 level or above.

**Objectives and Expectations:** Students will be responsible for course readings, expanding vocabulary, homework, presentations, group projects, writing and research assignments, and a final seminar 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 seminar paper project.

- Students will engage with literature/texts as a response to social constructs, as social commentary, and as a reflection of specific historic movements and moments.
- Students will reflect on connections between landbase, cultural knowledge, gender, and theory-making to story-making.
- Students will connect readings with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- Students will learn to read for specific themes prevalent in particular constructs of landbase, culture, history, gender, sovereignty, class, race, and power.
- Students will identify the connections, correlations, and implications, of eco-colonialism and gender violence as connected to resource abuse and gender abuse.
- Students will read for holistic relationships and settler-colonial structures that seek to break down communal and reciprocal relationships including but not limited to gender fluidity/complementary gender structures, landbase and culture continuity and sustainability structures, violence against land and violence against women paradigms, art as activism, matrilocal and matriarchal vs patriarchal structures.
- Students should gain exposure to various American Indian beliefs and opinions about natural resources and natural resource development as expressed in literature, film, and other media and be able to discuss and write about these in an informed, intelligent, and cordial manner.
- Should be able to correctly answer objective questions about the history of FNMI and natural resource extraction based on readings.
- Should be able to identify tribally specific beliefs and traditions as well as general, intertribally-common characteristics as reflected in literature from the various FNMI authors whom we read this semester.
- Should be able to employ carefully considered critical lenses to the work of the various FNMI authors and filmmakers we read this semester and engage in productive, reasonable, and cordial dialogue with others in the classroom about a variety of critical readings of those texts.
- Should be able to utilize technology in the study of literature in innovative ways.
- Should be able to give an effective oral presentation that is clear, focused, organized, informative, and engaging and to respond effectively to peers and instructor in a Q and A following the presentation.
- Should be able to plan, research, write, design, and produce a long-term, project of professional quality in self-directed fashion, utilizing guidance from the professor and feedback from peers to improve product quality.
- Should be able to utilize multimodal rhetorics and visual rhetorics, not merely argumentation, to persuade an audience with the long-term project.
- A digital copy of all assignments is expected in class on the due date via D2L
- All written essays and formal papers must be in MLA style explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.

**DELIVERY & REQUIRED TECHNOLOGY:** This is a synchronous web-based course until in-person

classes resume 01/29/22. This class is designed to work both remotely AND in-person so as to more easily facilitate changes and transitions during the on-going pandemic. All readings, assignments and due dates are listed explicitly in the Weekly Class Schedule posted on D2L the first day of classes. As this is a synchronous web-based & in-person 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.

### Required Texts<sup>2</sup>

#### Practice:

Paired: (Lions mane and Reishi Eastern OK)

Hogan, Linda. *Mean Spirit: A Novel*. Reprint Edition ed. New York: Ivy, 1991. Print. (novel)

Askew, Rilla. *Fire in Beulah*. Penguin Books, 2002. (novel)

Paired: (brown oyster-Guam; Tunasnella violea- Tahiti)

Perez, Santos Craig. *Habitat Threshold*. Omnidawn Publishing, 2020. (poetry-selections from)

Spitz, Chantal T. *Island of Shattered Dreams*. Trans. Jean Anderson. English Edition ed.

Wellington: Huia, 2007. Kindle. (mixed genre novella)

Paired: (Porcini- New Mexico; Lobster mushroom- Arizona)

Fajardo-Anstine, Kali. *Sabrina and Corina: Stories*. Random House Publishing Group, 2019. (short stories-selections from)

Badger, Little Darcie, and Rovina Cai. *Elatsoe*. Thorndike Press, 2022. (YA comic)

Paired: (Shaggy mane-Montana; Inky Cap- Southern Alberta)

LaPier, Rosalyn R. *Invisible Reality: Storytellers, Storytakers, and the Supernatural World of the Blackfeet*. University of Nebraska Press, 2019. (non-fiction)

#### FILMS by Elle-Máijá Tailfeathers

either/or

*Kímmapiiyipitssini: The Meaning of Empathy* (film)

*The Body Remembers When The World Broke Open* (film)

Paired: (Native Bread- SW Australia; Myrtle orange- Tasmania/South Australia)

Coleman, Claire G. *Terra Nullius*. Hachette Australia, 2019. (YA novel)

[Wadu Matyidi](#). (animated short)

Paired: (Sheep polypore/ lampaankäävät-Sweden & Nunavut On.; Fly Agaric/ Amanita muscaria- Finland & Alaska)

Vida, Vendela. *Let the Northern Lights Erase Your Name A Novel*. Ecco, 2008.

Sami Digital Media Shorts:

[Marja Helander Birds in the earth](#)

[Arctic ancestry all survivalism: On extreme weather Sami Wisdom](#)

[Our rights to earth and freedom Sofia Jannock](#)

[This is my Land, music video Sofia Jannock](#)

---

<sup>2</sup> Hyperlinked texts are available cost-free via UCalgary digital library, online, or open access. All texts may be purchased the UC Bookstore. *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, book/text sharing. IF a student has a financial/logistical situation that impacts your ability to access texts- Please see me and we will create a plan of success and access to materials.*

**Selections From:**

[Okpik, Dg Nanouk. \*Corpse Whale\*. Tucson: U of Arizona, 2012. Web.](#)

**Theory/Selections from<sup>3</sup>:****Selections from:**

[Fitzgerald, Stephanie J. \*Native Women and Land\*. Albuquerque: U of New Mexico, 2015. Web.](#)

[Watt-Cloutier, Sheila. \*The Right to Be Cold\*. U of Minnesota, 2018. Web.](#)  
[Kermoal, Nathalie, Altamirano-Jiménez, Isabel, and Altamirano-Jimenez, Isabel. \*Living on the Land\*. Edmonton, CA: Athabasca UP, 2016. Web.](#)

[Simpson, Leanne Betasamosake. \*As We Have Always Done: Indigenous Freedom through Radical Resistance\*. University of Minnesota Press, 2017.](#)

[Barker, Joanne, and Ebrary, Inc. \*Critically Sovereign : Indigenous Gender, Sexuality, and Feminist Studies\*. 2017. Web.](#)

[Kimmerer, Robin. \*Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants\*. Minneapolis, Minnesota : Milkweed Editions; First Edition., 2013. Web.](#)

**Media/Articles:**

[Kauanui, J. Kēhaulani. "J. Kēhaulani Kauanui, "'A Structure, Not an Event": Settler Colonialism and Enduring Indigeneity" \*Lateral\*, JOURNAL OF THE CULTURAL STUDIES ASSOCIATION, 1 June 2017, \[csalateral.org/issue/5-1/forum-alt-humanities-settler-colonialism-enduring-indigeneity-kauanui/\]\(http://csalateral.org/issue/5-1/forum-alt-humanities-settler-colonialism-enduring-indigeneity-kauanui/\).](#)

[Hermes, Karin Louise. "The Female Voice in Pasifika Poetry: An Exploration of "hybrid" Identities in the Pacific Diaspora." \*Journal of Postcolonial Writing\* 54.5 \(2018\): 655-69. Web.](#)

[Aléx, Lena. "Resilience among Old Sami Women." \*Ageing and Society\* 36.8 \(2016\): 1738-756. Web.](#)

[Lawrence, Rebecca, and Larsen, Rasmus Kløcker. "The Politics of Planning: Assessing the Impacts of Mining on Sami Lands." \*Third World Quarterly\* 38.5 \(2017\): 1164-180. Web.](#)

[Mayer, Sylvia. "Oil Fiction as Risk Fiction: Inhabiting Risk in Linda Hogan's \*Mean Spirit\*." \*Green Letters\* 23.2 \(2019\): 168-78. Web.](#)

[Nash, Daphne, Memmott, Paul, Reser, Joseph, and Suliman, Samid. "We're the Same as the Inuit!: Exploring Australian Aboriginal Perceptions of Climate Change in a Multidisciplinary Mixed Methods Study." \*Energy Research & Social Science\* 45 \(2018\): 107-19. Web.](#)  
["We Wear Seal": The Inuit #Sealfie Campaign and Bodily After/life](#)

["Sweden's indigenous Sami people threatened by climate change"](#)

[WATER the Sacred Relationship \(Knowledge-making Film\)](#)

---

<sup>3</sup> Selected article chapter readings listed in weekly schedule explicitly.

[We Prayed In Water Dō-Wi Fi.](#) (Digital Short)

[Postindian Warrior: Creating a New Consciousness in Native America](#) (Digital Short)

**\*\*Note:** Some minor additional media/article readings are hyperlinked (web/UC library) in the course weekly schedule. Be sure to follow our weekly schedule. We will review the syllabus and schedule on our first class. Art, Music, and Digital Media are occasionally hyperlinked in the weekly schedule. Please be sure to read/view/listen to the media links listed in the weekly schedule reading assignment calendar on D2L

**Recommended but not Required:**

[MLA handbook 8th edition](#)

*Indigenous Environmental*

*Justice Red Planet!*

*Braiding Sweetgrass*

**Major Assignments:** Please make every effort to submit all assignments directly to the instructor via the designated Assignment Dropbox on D2L.

1. **Group PPT and Discussion Questions:** The class is broken into 7 assigned groups of 5/4. Each group will be responsible for a weekly reading assignment (primary and secondary). Groups will create a PPT or Prezi addresses key histories, moments/scenes/events and write 4-6 discussion questions on the material covered. *Excellent (E=A); Good (G=B); Satisfactory (S=C); Passing (P=D); Unsatisfactory (U=F)* **20%**
2. **Group Responses to Discussion Questions:** Collectively in your groups, each group will respond to 2 questions from the Group presented their ppt (odd # groups answer odd questions/even number groups answer even numbered questions). Graded P/F **15%**
3. **Nature Reflection Journals:** Starting the *second week* of class, students will be responsible for writing or [vlogging](#) a journal response to the readings/texts **FIVE (5)** times over the course of the semester. Students will reflect within nature (walk, sit, view---Covid Restrictions and your own access and mobility). Students will engage in self-reflexivity of the readings within a nature environment (back yard, walk around the river, walk in the park, mountains, observe patio/balcony etc). Journals can be written as a word.docx, a blog, vlog, and multimodal (written, audio, visual etc). Students will reflect on themes and observations from the readings and their own personal thoughts/responses/questions/stories etc inspired/in conversation with that week's readings. Each entry should do the following:
  1. engage the full readings for the week;
  2. include a section of *critical* summary of key points;
  3. connect the reading to FNMI land kinships/ ecology and its conversations with eco-colonialism and/or gender and sexuality;
  4. Self-reflexivity (how you connect or struggle to connect personally to the reading).
 Journal responses are due **by 11pm** on Monday before the class discussion. Responses will be graded as follows: *Excellent (E=A); Good (G=B); Satisfactory (S=C); Passing (P=D); Unsatisfactory (U=F)* **15%**
4. **Class Discussion/Participation is 5% of your grade:** Participation 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.

5. **Midterm Project Proposal.** In preparation of the final students will create an annotated bibliography of 5 sources. Students will also compose a 2 paragraph proposal for their final CCRPD seminar project. Explicit details posted on D2l assignment module. **10% Due 02/28/22**
  
6. **Critical Creative Reflexivity Digital Project (CCRDP):** The CCRDP is a multi-genre digital project mixing critical research/analysis, personal positionality/reflectivity, arts, and popular sources/media to create a coherent “argument” (i.e. follows the modes and interpretation) about your topic/thesis using critical thinking skills, epistemologies, and methods of inquiry to find appropriate research to support your argument. Your thoughts will be presented as a digital presentation: Movie/Vlog, PPT/Prezi, Blog/Digital Journal etc. Note it is NOT a portfolio or bibliography of sources. It is a well-crafted merger of creative texts, rhetorical argument, and personal reflection, combining stylistic methodologies, creative voices, and rhetorical tactics. Projects should be between **10-20 minutes**, include 2-3 artistic/multimodal images/works, 2 peer-reviewed resources, and be turned in along with a written works cited page. *A detailed assignment sheet and rubric will be on D2L and gone over in class.*  
 Project Due: Projects will be accepted **March 19- April 15th** via online. **No assignments will be accepted after 5pm on 04/15. 35%**

There is no registrar-scheduled exam in this course.

**\*All assignments must be completed in order to receive a passing grade.\***

#### Grading<sup>4</sup>

90 + %	A+
85 – 89 %	A
80 – 84 %	A–
77 – 79 %	B+
74 – 76 %	B
70 – 73 %	B–
67 – 69 %	C+
64 – 66 %	C
60 – 63 %	C–
55 – 59%	D+
50 – 54 %	D
0 – 49 %	F

<sup>4</sup> 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.

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:

- All the elements of the A paper
- Is a paper suitable for submission for publication

#### "A" Paper Has:

- A clear, relevant introduction that engages the reader
- Introduction that maps out the argument structure (mapping sentence)
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples, citation, illustration, within the body of the paper that prove the thesis
- Clear/Strong logical structures, style, and consideration of audience
- Text that demonstrates comprehension of the prompt and/or subject matter
- Clear explication and analysis of points of support/claim
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- No or Few punctuation errors
- Correct MLA format
- A writer's voice that is clear and personal

#### "B" Paper Has:

- A relevant introduction that *mostly* engages the reader
- Introduction mapping sentence is weak or incomplete (i.e. map out the argument structure)
- A clear thesis statement that synthesizes the paper's main points
- Good organization reflecting logical structure, clear style, and an attempt to consider audience
- Relevant examples in the body of the paper: citation, illustration, within the body of the paper that prove the thesis
- Commentary/analysis can use flushing out/explication
- A clear understanding of the prompt and/or subject matter but not as focused as an "A" paper
- Transitions between paragraphs can use development
- Truncated conclusion
- Few spelling errors
- Correct MLA Format
- Few punctuation errors
- An inconsistent voice which may lack clarity and creativity
- B- Minimum pass for students in Faculty of Graduate Studies

\*All assignments will be posted in detail on line. Feedback on assignments up until the final will be uploaded as a rubric with written OR audio file.\*

### **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-on Zoom and on return to in-person) 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, and 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.

**LATE PENALTIES:** Late assignments (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 5% of your grade. Attendance participation means explicitly: Coming to class prepared (books, homework, writing utensils, web camera, microphone), with reliable internet connection, also qualifies as participation. **Only students present (visual AND audio on zoom and on return in person class) 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 Four 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 could 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>

**INSTRUCTOR GUIDELINES (ZOOM; In-Person; 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 AND an in-person class.** 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 until 01/29/22, 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 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/subscribe-and-muse-english-club>.

Our email address is [smecuofc@gmail.com](mailto: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: [maboymd@ucalgary.ca](mailto:maboymd@ucalgary.ca).

Find The English Pages research guide here:  
[https://library.ucalgary.ca/sb.php?subject\\_id=52619](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](http://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://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](mailto: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](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](http://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*

Updated Jan 2019