Fall 2020
Dr. Pamela Banting
Classes: Mondays 2:00 to 4:45
Classroom: Zoom
Zoom/ Email Office Hours: Wednesdays 1:30 to 2:30
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COURSE DESCRIPTION:

Climate breakdown presents a profound historical rupture and threatens not only our livelihoods but even our presumption of our own survival as individuals and our continuation as families, communities, regions, nations, and ultimately even as a species. It has the potential to end organized human civilization within mere decades. Scientific consensus informs us that – as of 2020 – we have about ten years (some say considerably fewer) in which to drastically curb our carbon footprint. However, climate change is not the only serious concern. We are also living through the Sixth Great Extinction of life on earth: animal populations and biodiversity have declined by as much as forty percent since 1970. Scientists have ventured to the deepest part of the ocean, the Mariana Trench, and along with previously unknown species what they discovered down there was plastic.

In this course we will analyze what the Anthropocene is and how it is represented in contemporary theoretical and literary texts. How might studying such representations advance our thinking about how to live in this rapidly unfolding epoch? What role can those of us in the arts and humanities play in helping our fellow citizens comprehend and respond to this "long emergency" and forestall and mitigate widespread catastrophe, death and suffering? When, collectively, humans – especially those of First World, capitalist nations – become agents of geological change, what happens to notions of individual agency, subjectivity and ethics, and how do we bring reconsiderations of such ideas into play in addressing climate change? What does agency mean, for instance, in light of the fact that we owe every second breath we take to phytoplankton in the ocean, tiny creatures who face increasing difficulty in forming their shells in the acidified ocean? Is postmodernism's privileging of a decentered and dispersed subjectivity a function, in part, of the literal and metaphorical mobility brought to us by seemingly unlimited fossil fuel networks and high-speed, long-distance transportation and communication? In what ways are the anthropogenic planetary changes we are witnessing now different from previous generations' fears of war or nuclear annihilation? Will the future be nomadic or settled? Will it be manual or digital? Will we be vaulted back to the homestead era or projected forward into dystopias of the kind we read about in speculative fiction? What happens to the social contract in the face of such challenges: how can we attempt to maintain the many social justice gains we have achieved under the duress presented by climate change, ocean acidification and oxygen depletion, food shortages, mass movements of people around the globe, and mass extirpations and extinctions of fish, mammals, trees and other plants? What cues, insights and incitements can we draw from literature and theory to bring to necessary public conversations about

surviving and (maybe) thriving in retooled socio-environmental formations? How can we develop skills for survival and for community engagement and leadership?

In addition to the above, the theoretical questions raised will pertain to considering the terminology (is it the anthropocene, the capitalocene, Donna Haraway's chthulucene, the plasticene, climate change, or Margaret Atwood's "everything change"); concepts of matter, materiality, and bodies; subjects, objects and agency; energy; food; extirpation and extinction of life forms and life ways; system, grid and infrastructure; temporality; pollution and toxicity; plastic; manual labour; collaborating across species; resilience; action and activism.

REQUIRED BOOKS:

Simon L. Lewis and Mark A. Maslin, *The Human Planet: How We Created the Anthropocene*
Alice Major, *Welcome to the Anthropocene*
Richard Powers, *The Overstory*
Sue Goyette, *Ocean*
Paul Huebener, *Nature's Broken Clocks: Reimagining Time in the Face of the Environmental Crisis*
Emily St. John Mandel, *Station Eleven*
Andrew Nikiforuk, *Slick Water: Fracking and One Insider's Stand Against the World's Most Powerful Industry*
Waubeshig Rice, *Moon of the Crusted Snow*
Freeman House, *Totem Salmon: Life Lessons from Another Species*

LEARNING OBJECTIVES AND OUTCOMES:

There is a burgeoning body of literature and critical thought pertaining to diverse aspects of the Anthropocene, and how the Anthropocene meshes with issues of environmental justice, gender, Indigenous stewardship of the land, and much more. Literature can play a crucial role in helping people imagine alternative futures as well as solutions to complex problems.

By the end of the course, students will be better equipped than most to face and to work toward problem-solving and ameliorations for the numerous pressing challenges of "the long emergency" of the Anthropocene.

Students will be well-positioned to be skilled communicators about our changing world and future leaders in their chosen jobs and professions. As we have witnessed since March 2020, many people have considerable difficulty absorbing new information (what a pandemic is, mask-wearing and other protocols, the implications for the future of society). This course will prepare students to play a role in disentangling complexity and communicating the bigger picture.

The major project for the course is not only a 'practical' application of theoretical and artistic materials but also an investigation of the relationship between theory and praxis, a method for working out in material terms answers to abstract questions, and a way of mapping future paths and alternatives for living on in the Anthropocene. Can hands do theory? Is making a

form of thinking/theorizing? What can we learn from other forms of life? Is biomimicry one of many solutions?

Students will be introduced to narrative scholarship and will not only be taught using a variety of media (books, articles, audio, video, photography, software) but will also be encouraged to enhance their skills in and incorporate multiple forms of media / representation into their own scholarly research and/or creative writing.

One of the effects of the Anthropocene and depletion of the natural environment is an increased likelihood of zoonotic diseases such as covid-19. One of the books on the course is about the aftermath of a pandemic, and others are about various other kinds of world-altering catastrophes. Studying such texts can enhance resilience.

Community ("we are all in this together") is the only way we can begin to tackle the difficulties of climate catastrophe. One of the ideas we will be examining is that of community. What is it? Where is it? How are community and sense of place tied to land and water?

ASSIGNMENT PORTFOLIO:

1. Seminar presentation: **35%**

1a. Research proposal (300 - 500 words) with annotated bibliography of the five best sources for your seminar presentation (one paragraph per annotation):   15%
Due: No less than TWO WEEKS prior to your presentation (or one week if you are presenting in week Two or Three).

1b. Seminar presentation (30 minutes + 15 minutes of discussion/Q&A):   20%
Each student is responsible for a 30-minute presentation and for guiding/responding to class discussion for 15 minutes immediately following their presentation. There will be a signup sheet at the beginning of the course. Due on the scheduled date. Do NOT skip your presentation as it would be next-to-impossible to reschedule it.

Each presentation must have a viable thesis and proposal (1a), be based on a very thorough understanding of the primary text and the questions it raises, and incorporate scholarly research materials on the text and topic of the presentation (at least five, as per 1a).

2. Anthropocene project (choose one of the following, a or b):   **40%**
Due final week of classes.

2a. Writer James Howard Kunstler (*The Long Emergency, World Made by Hand*) argues that everyone will have to learn and practice some useful, tradeable and probably manual skills to survive as we go through the Anthropocene. Learn one practical skill that you do not already have at the beginning of the course. Research, and document, your process and your reflections. The written and illustrated component – the part I will read and assess -- will be a critical-theoretical meditation on the process and skill (8 - 10 pp., including any endnotes, citations). Or you can record, edit and submit a 5 – 10-minute good quality video. By good

quality, I am not referring to the resolution of the images. Rather I mean the video should be thoughtfully shot and edited, not just point and shoot raw footage.

Based on your reading and research for the course, what abilities or items do you think will be necessary as we veer ever further into the Anthropocene? Learn how to make jam or preserve fruit and/or vegetables. Get a sourdough starter going and make bread. Make bread w/o using sourdough (i.e., yeast). Make homemade pastas or yogurt or learn how to ferment foods/drinks (e.g. kombucha? kimchi? sauerkraut?). Research a 200-kilometre diet and stick to it for a period of time (even a week). Make soap; make an article of clothing (even something simple such as a knitted or crocheted scarf, a few pandemic masks, other); learn how to dye fabric, build something or make handmade paper; learn to fish; grow edible mushrooms; learn to repair bikes; set up a vermi-composter; create or perform an artwork and share it publicly; create a performance piece, board game, videogame, other); write a booklet on how to make more permanent use of single-use plastic; grow edible plants indoors; compose an activist handbook; design an app?; learn about solar power, particularly on the small scale. These are just suggestions for illustration and scope: the possibilities are endless. Choose a project that will be fairly easily incorporated into your routine. Let the course texts and your own inclinations and talents be your guide in designing a project. You may wish to browse Kunstler's book(s).

2b. Select a topic (e.g., from the course description, texts or schedule) and write a 16 – 20 pp. paper analyzing that topic theoretically. E.g., agency in the Anthropocene; manual work/labour or rethinking the hands in the Anthropocene; clouds from both sides now; weather/climate; becoming native to place; animacy; post-pandemic lives; etc.

Analytical research essay on one or two of the primary literary texts on the course
(16 – 22 pp., including works cited and endnotes):   **25%**
Please use endnotes rather than footnotes.
Due Week 10.

TOTAL: 100%

IMPORTANT NOTES:

Passing grade: Students must complete and submit in timely fashion all of the assignments in order to be eligible for a passing grade for the course. Also see the late penalty below.

Exam: There will be no final examination in this course.

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

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance

and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be thirteen weeks of synchronous Zoom sessions throughout the term (as indicated in the course schedule).

*LEARNING TECHNOLOGIES AND REQUIREMENTS

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

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

and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

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

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

Style: MLA Style (7th or 8th ed.). If you are more familiar with Chicago Style, that would be acceptable too. Just be consistent with whichever style you choose.

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**

Google Alerts: You might wish to set a few google alerts for terminology or writers/scholars associated with the Anthropocene. E.g., you might want to set one for "Anthropocene."

Twitter: You might wish to follow some climate scientists and Anthropocene scholars on Twitter. Optional.

Oral seminar / conference proposal (300 to 500 words) and annotated bibliography: Whether one goes on to become a professor or goes into another career, presenting one's ideas at conferences or other professional or public gatherings is standard practice in most fields. This assignment is designed to refine your skills in writing research proposals (sometimes called abstracts) for oral presentation and publication. A few sample proposals will be posted to D2L, and you can also google "proposals" and "abstracts" online: examples abound.

Annotated bibliography: Students will also research five scholarly books, book chapters, articles, review articles, reviews, scholarly podcasts, etc. that would be highly useful sources for their particular presentation, and write a one-paragraph annotation for each source describing what it is about each source that is promising in terms of their presentation.

Students are NOT restricted to using only FIVE sources for their presentation. This is just to get you started and immersed in thinking about your presentation.

Presentations: 30 minutes, followed by 15 minutes of discussion stimulated and guided by the presenter.

Tip: If you help others out by listening attentively and then asking good questions and participating in the discussion, others will do the same for you. It works.

Practice using /refreshing your knowledge of Zoom so that you avoid technical difficulties during your actual presentation.

It not required, but you may use PowerPoint, photographs, video, audio clips, etc. as part of your oral seminar presentation. If you can, mention in your proposal what form/media your presentation will involve. Think of such materials as "quotations." That is, just as in a research essay you use research sources but you do not let them overwhelm your paper, the same applies here. If you use an audio clip, for example, only use the most applicable portion.

Multi-tasking: Students may wish to search for an appropriate call for contributions or call for papers for a conference related to the topic of their seminar presentation or scholarly research paper (FreeX, our own annual graduate student conference is one good choice, as are the ALECC, ASLE, SLSA (Society for Literature, Science and the Arts), ACCUTE, ACQL, ESAC, WLA, or other scholarly conferences – preferably a conference that the student could, if their proposal were accepted, in theory participate in or submit to). If you are going to research and write a paper or give an oral presentation, why not make double use of your labour and seek out a venue for presentation and/or publication? That way you are building your resume/cv for future applications – to other programs, professional schools, or jobs.

Essays: Potentially publishable essays are usually in the range of 20 to 25 pp. in length. Graduate students particularly but not exclusively at the PhD level ought to consider that any papers written in courses might be written with a view to publication. In other words, think of your work not just as a course assignment but as a potential contribution to

knowledge and to the discipline. Students are encouraged to submit their edited and graded essays to an appropriate conference, journal or anthology.

Your dissertation could also become a published book so you might want to think of it that way before you even start working on it.

Seminar Presentations: Presentations too can grow into published articles or thesis / dissertations and/or book chapters.

NOTE: Students may NOT write their research paper and do their seminar presentation on the same primary text(s), topics or questions.

Glossaries. The Anthropocene is a whole new area of scholarship, and the scholarship is often interdisciplinary or multidisciplinary. As such it requires novel terminology and concepts. There has been an outpouring of glossaries for the Anthropocene. See *Veer Ecology,* the "Lexicon" series in the journal *Environmental Humanities*, *Fueling Culture: 101 Words for Energy and Environment, Anthropocene Unseen: A Lexicon*, *Posthuman Glossary,* and others.

Active learning: This graduate seminar course will be conducted as a mixture of lecture, individual presentations, class and small-group work, round-table discussion, and other forms of learning. Respectful and thoughtful participation in all such activities is compulsory. A crucial part of graduate work and intellectual work in general is being able to speak about it with others. In short, students will be expected to assume the role of active participants in the co-construction and dissemination of knowledge rather than that of merely passive consumers of it.

Attendance: Even though classes will be conducted virtually, a strong commitment to class attendance, completing the assigned readings **in advance** of the class for which they are scheduled, avidly participating in your own and others' learning, demonstrating respectful, accountable and open intellectual engagement with the course materials and with fellow students and the professor are very important components of learning. A class is a community, a group of living, breathing, thinking, responding, feeling, knowledge-creating beings. It is also a workplace, a working group or a think tank. We generate some of our best ideas and insights collectively, and this is both a good skill to acquire and it is one of the most pleasurable and memorable aspects of grad school.

Intermittent attendance (more than a couple of absences per term) *always* results in losing one's place in terms of the material and the others in the course, and it can be a challenge to regain one's momentum.

Alt-careers: You may find this very short article from *University Affairs* on transferable skills helpful: https://www.universityaffairs.ca/career-advice/graduate-matters/what-are-your-transferable-skills-as-you-exit-graduate-school/?utm_source=University+Affairs+e-newsletter&utm_campaign=bce7251220-EMAIL_CAMPAIGN_2018_08_15_03_08&utm_medium=email&utm_term=0_314bc2ee29-bce7251220-425249525

Please download from D2L and save to your own computer both 1) the course syllabus and 2) the class and reading schedule for easy reference throughout the term and so that you can access it even if your internet access is temporarily unavailable.

Formatting**:** All written assignments must be double-spaced in 12-point font with 1" margins on all four sides of the page. Times New Roman is often the default font for work in English literature, though you can use another easily readable, professional font. "Fun fonts" do not make anyone's work appear professional.

Late penalties will be deducted for late assignments. Late penalties can and sometimes do result in a failing grade on an assignment so students will want to start assignments well in advance of the due date. The late penalty for assignments is one mark per day late.

Taking notes: Recent research studies have shown that handwritten class notes are markedly superior in terms of acquiring a more thorough understanding of course material and for retention of material in one's memory.

Tip: It goes without saying, but I highly recommend that you **annotate and underline** your course texts. Underlining and annotating in the margins are the best ways of acquiring and consolidating your knowledge of textual material. 'Make tracks' in your text (though not, of course, in any library books, not ever) and you will be far more likely to take ownership of the knowledge we will be co-creating in the classroom. It is also vastly more efficient when it is time to prepare for class, prepare questions for your peers and carry out your research.

Technology: Surfing the web, checking email or social media, taking calls or texting during class is forbidden!! Taking calls or texting by leaving the zoom classroom is not allowed either.

Bring the text(s) of the week to zoom class.

Office hours**:** if you need some guidance, assistance or advice with anything course-related or related to your studies, please make an appointment for during my office hours if at all possible. Given that we will not be meeting at all on campus this term, it would be impossible to simply drop by my physical office. We can use either email or zoom for virtual office hours.

Graduate Course Grading System:
Grades are calculated according to the 4 point scale used in the *Graduate Calendar*:
https://www.ucalgary.ca/pubs/calendar/grad/current/gs-g-1.html

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter

A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

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.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

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

English Department Website:
For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at **http://english.ucalgary.ca/graduate**. 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 Department of English's graduate website for courses, departmental deadlines, and other related program information at https://arts.ucalgary.ca/english.   Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is http://grad.ucalgary.ca.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at enggrad@ucalgary.ca to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

Grade appeals:
Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."
http://www.ucalgary.ca/pubs/calendar/current/i.html

Deferral of term work and final examinations:
Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: **http://www.ucalgary.ca/pubs/calendar/current/g-6.html, http://www.ucalgary.ca/pubs/calendar/current/g-7.html**.

Student Accommodations:
ACADEMIC ACCOMMODATIONS
The student accommodation policy can be found at:ucalgary.ca/access/accommodations/policy.
Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities
 ucalgary.ca/policies/files/policies/student-accommodation-policy.
Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor**.**
 The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf .

*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."

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.

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/

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.