**ENGL146: The Literature of Our Era (Online)**

**Section A15**

**Spring 2021**

**BASIC COURSE INFORMATION**

**Instructor:** Dr. Tim Personn

**Instructor’s E-mail:** tpersonn@uvic.ca

**COURSE OVERVIEW**

Welcome to ENGL 146: The Literature of Our Era!

In ENGL 146, you will encounter some of the most exciting literature produced in the 20th and 21st centuries. Bringing different forms of writing together, the course invites you to think about works comparatively, asking questions such as, “what is different about the ways a novel and a poem reflect on human experience?” Literature has changed in dramatic ways since 1900, and this course will encourage you to think about how writers have adapted and sometimes revolutionized forms, techniques, and styles to address the questions and challenges that characterize our era.

ENGL 146 offers you a chance to develop your knowledge of literature and literary analysis as well as your critical thinking, communication, and writing skills. Via online class discussions (both synchronous and asynchronous), peer review workshops, and detailed feedback, you will become a more independent and skilled reader and writer by the end of the course. Along the way, you will build a solid understanding of the terminology that critics have developed to analyze literature.

For a detailed description of my teaching philosophy for courses like ENGL146 that fulfill the academic writing requirement (AWR), read this [Statement of Teaching Philosophy](http://www.timpersonn.com/teaching/teaching-philosophy/) on my personal website.

**PREREQUISITES**

There are no prerequisites for this course.

**COMMUNICATING WITH YOUR INSTRUCTOR**

**Note about E-mail Communication:** It’s important to register your preferred e-mail address as your primary contact early on via your [UVic MyPage personal profile](https://www.uvic.ca/cas/login). Then, commit to checking your account regularly. For my part, I can be reached by e-mail at tpersonn@uvic.ca from Monday to Friday between 9am and 6pm (PST*)*. I’ll reply within 24 hours on weekdays.

Though I check my account very regularly, I tend not to monitor it during the evening or on weekends. That being said, I will do my best to respond to e-mails received outside of normal working hours if the word **“URGENT”** appears in the subject line to indicate a time-sensitive matter.

I look forward to hearing from you!

**Instructor’s Virtual Zoom “Office”:** I use Zoom for most online meetings, including office hours and, once a week, synchronous class meetings. All current UVic students have access to this service at no extra cost, and many of you are already familiar with it. If you’ve never used Zoom before, it’s very user-friendly. Learn more about the service [*here*.](https://www.uvic.ca/systems/services/avmultimedia/zoomvideoconferencing/index.php)

Before joining a meeting, you’ll need access to a computer, a microphone, a camera, and high-speed internet. Log into your personal Zoom account [*here*](https://uvic.zoom.us/) by signing in with your UVic Netlink ID (note: this step isn’t necessary, but it’s preferred). Then, click on the meeting link provided and prepare to go “live.” If you encounter a problem, Zoom troubleshooting tips are available [*here*.](https://www.uvic.ca/systems/support/avmultimedia/zoomvideoconferencing/resources.php)

I'll be holding "live" Zoom class meetings each Tuesday and “live” Zoom office hours each [Thursday, 11am-12pm](https://uvic.zoom.us/j/83442370542). The office hours give you the chance to meet with me, as well as your classmates, in real time, ask questions, and generally check in. These meetings recur weekly, and the times are listed in Pacific Time (PST). I encourage you to mark them in your calendars and to set reminder alerts.

**ENGL146 weekly online class meeting:**

* Tuesday 9.30 a.m.-10.20 a.m. (PST)

Join this “live” class meeting: [https://uvic.zoom.us/j/86094597891](https://uvic.zoom.us/j/86094597891%22%20%5Ct%20%22_blank)

**Dr. Personn’s weekly online office hours:**

* Thursday 11 a.m.-12 p.m. (PST)

Join this “drop-in” meeting: [https://uvic.zoom.us/j/83442370542](https://uvic.zoom.us/j/83442370542%22%20%5Ct%20%22_blank)

**A Note about Online Office Hours:**

Each office hour is a “drop-in.” You’re invited to join or leave at any point during the hour. If you arrive mid-meeting, please be patient and respectful of those who are already present and engaged. In fact, you can think of online office hours as your opportunity to meet with your instructor *and* classmates. As such, listening to already ongoing conversations in office hours may also benefit you or even solve the specific issue you wanted to address.

If you have a question or concern that you believe to be private or sensitive, communicate this to me in a way you are comfortable doing so (e.g. via e-mail, “in-person,” or chat). If necessary, of course, virtual meetings outside of the above dates and times can be arranged. Please send appointment requests to me by e-mail as far in advance as possible for scheduling purposes.

Office hours are your chance to learn in a direct, relaxed way. So, whenever you have a question or concern that cannot be addressed swiftly or succinctly by e-mail, or if you just feel like getting in touch with me, you should make plans to attend. In fact, I encourage you to attend *continuously* throughout the entire semester.

**VIRTUAL CLASSROOM COMMUNITY AND ONLINE CONDUCT**

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.

Please be advised that by logging into UVic’s learning systems and interacting with online resources you are engaging in a university activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct, may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: *onlineconduct@uvic.ca*

**TEACHING ASSISTANT (TA)**

We are lucky this term to have a dedicated teaching assistant (TA) to help with course delivery and offering feedback. Our TA is Jonathan Nash, a PhD student in English-CSPT. You will probably meet Jonathan soon in our discussion forums. I encourage you to use Jonathan’s expertise as an asset in the course if you have questions and I cannot be reached.

**ONLINE LEARNING IN ENGL146**

A brief word about online learning. In the face-to-face or on-ground classroom, you show up for classes and do the homework. In class meetings, you raise your hand, answer questions and work with your peers. Your teacher might walk through classroom, explain concepts, and give you assignments to complete. Your learning relies upon all of these experiences.

All of these kinds of activities occur online as well, though in a slightly modified manner. They will take place primarily in three different formats. One is our Tuesday Zoom classroom session; in this weekly 50-minute meeting, I will explain the expectations for the upcoming week (including readings and assignments); we will also engage in conversations about the material, and you will be able to bring up your own interpretations of texts as well as any questions you may have about any aspect of the course. The second way we will learn together is through group discussions in online Discussion Forums in Brightspace (more on this below). The third way is by pairing students up into small groups in a Brightspace forum where you will read and comment on each other’s drafts for the final research essay. Let’s make good use of all three online formats.

What doesn’t change with the move to online delivery is that you will need to put some effort into this course to get the most out of it. Please ask me for help early and seek out support for your learning from campus resources. You might find it helpful to work through the open textbook [*Learning to Learn Online*](https://kpu.pressbooks.pub/learningtolearnonline/)and/or to check out UVic’s [*Learn Anywhere*](https://onlineacademiccommunity.uvic.ca/LearnAnywhere/%29.)website to get ideas about how to learn successfully in an online environment.

**Posting in Discussion Forums**Discussion Forums are a great place for you to discuss readings with your peers *at your own pace*. That means that, unlike the firmly scheduled weekly Zoom class meetings, in the discussion forums you can engage with my discussion prompts and your peers’ responses whenever this works best for you. Your participation in them, however, is *not an optional component* of this class, but *rather an essential step* in your own learning. Ideally, we’ll all be posting comments to the prompts I’ll post about readings and lectures and responding to each other multiple times a week to generate discussion.

When you respond to other students, try to say more than “I agree” or “I like that.” One recommendation for replying is to follow the “3 Cs and a Q” model:

 1st C: Compliment

 -I like how…

 -I like the…

 2nd C: Comment

 -I agree/disagree…

 -I think…

 3rd C: Connect

 -I have also…

 -I have seen this…

 And a Q: Question

 -I wonder why (or who, what, when, where, or how)…

In addition to creating an online classroom community and allowing you to participate in conversations about key course concepts, the Discussion Forums fulfill another function: they allow you to continuously create content for *a Discussion Forum letter that will be due at the end of the term*.

For the purposes of this letter, you’ll select 5 of your responses to instructor prompts and 3 of your replies to classmates from the discussion forums as representative evidence of your participation in the course. In the accompanying letter, you will reflect on how your understanding of literature has changed throughout the term and refer to your attached contributions to back up this account of your learning journey in ENGL146.

**COURSE GOALS AND LEARNING OBJECTIVES**

The successful student should emerge from ENGL 146 with the following skills.

***Literary Analysis Skills:***

* the ability to understand and engage in close reading practices
* the ability to identify and discuss the function of some of the more common literary devices (which might include metaphor, simile, imagery, symbols, irony, allegory, rhyme scheme, alliteration, assonance, meter, etc.)
* the ability to identify different literary genres and to comment upon their key differences
* the ability to identify and communicate literary themes
* the ability to identify and discuss differing modes of narration
* the ability to identify key ways literature addresses changes in human thought  and experience—historical, cultural, and/or social.

***Writing Skills:***

* the ability to identify and produce the key components of a university essay (introductions, conclusions and thesis statements; topic sentences and paragraphs; evidence and analysis)
* a greater self-consciousness regarding both what constitutes clear writing and how different genres of writing bring differing expectations regarding style and grammar
* the ability to produce an MLA-style Works Cited and to use parenthetical in-text references

***Research Skills:***

* familiarity with a range of academic research tools and resources
* the ability to gather information from primary and secondary sources
* the ability to incorporate materials acquired though research into a document that accords with academic standards and conventions and makes clear and consistent use of a standard documentation style like MLA

**REQUIRED TEXTS**

Links to all readings can be found on our course’s Brightspace site. They are organized by module and also located in the course schedule below.

You will be *required*, however, to purchase the following novel, which is available at the UVic bookstore, as soon as possible:

* **Ruth Ozeki: *A Tale for the Time Being*** (Penguin, 2013)

The following open-access textbook, which includes a lot of information that might help you read and write successfully in your university courses, is not a required, but an optional supplementary text for those students who want to delve more deeply into some of the concepts and mechanics of proper academic writing on their own. I will not be assigning any readings from this text for the purposes of this class.

* ***Why Write: A Guide for Students in Canada*** <https://pressbooks.bccampus.ca/whywriteguide/>

**ASSIGNMENTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Description** | **Learning outcome/purpose** | **Value** | **Due (by 11.59pm)** |
| Short Practice Tasks  | Five short tasks are located in the Discussion Forums, and they are worth 4% of your overall grade EACH.  | By actively participating and completing these short tasks, you will get to engage with the readings and deepen your learning of course materials as well as develop key skills before a major assignment is due.  | (5x4%)=20% | Various dates: Task 1: Jan. 22Task 2:Jan. 29Task 3:Feb. 5Task 4:Mar. 15Task 5:Mar. 22 |
| Assign #1: Diagnostic | This short assignment (500 words) asks you to reflect on the last book you read. | This short paper helps me to measure your writing level and determine the topics that we might need to cover throughout the term.  | 5% | Jan. 15 |
| Assign #2:Close Reading | You will write a close reading of a passage from one of the texts we will have covered up to that point in the course. | This assignment lets you demonstrate your knowledge of course materials and also practice a key academic writing skill that prepares you for your final research essay. | 15% | Feb. 14  |
| Assign #3:Introduction & Outline Draft and Peer Review | You will submit a draft of your introduction (plus a thesis statement and a road map) for peer review in the Brightspace Discussion ForumYou will then also fill out and submit a peer review template of feedback as a reply to the draft you review | This assignment will help you master revising and drafting skills.*This assignment is necessary to complete the final research paper.* | 5%(draft submission: 2.5%; peer review: 2.5%) | Draft due: April 1Peer Review due: April 6 |
| Assign #4:Discussion Forum Letter (Participation Reflection)  |  You will submit a letter that reflects on your progress as a writer in this class, using selected discussion posts (what you consider your best work, in 5 original posts and 3 responses to your peers) as evidence for your account. (N.B. You *cannot* use any posts made in response to the Practice Tasks for this assignment.) | This assignment lets you reflect on what you have learned and to think about what you still want to work on. It also gives you an opportunity to get credit for your best forum writing throughout the term. | 10% | April 9 |
| Assign #5:Final Research Paper  | Now that you have received comments on your work in progress (in the peer review for Assign #3), you are ready to turn your introduction and outline into a formal academic research paper on a literary text.  | Research is integral to academic writing and so is defending a position. Every discipline does this work in one way or another. Your research paper synthesizes all the skills and concepts taught in this class.  | 20% | April 14 |
| Final Exam | The final exam for this class will ask you to produce some writing in response to prompts. You will have three full weekdays to complete this exam at your own pace. | This assignment will evaluate how well you have mastered the key learning outcomes for this class.  | 20% | TBA |

**COURSE SCHEDULE**

All of the elements you see listed in each module of our course schedule are found in our Brightspace site, our online classroom. I suggest learning more about Brightspace by accessing an online tutorial. (Look for these materials on UVic’s *Learn Anywhere* website: <https://onlineacademiccommunity.uvic.ca/LearnAnywhere/>.)

In order to be successful in the course, you need to complete all of the activities found in each week (listed below **and** located in the modules on Brightspace). The course is organized to facilitate online learning.

Each module has a completion metre that will you if you have activities that need your attention. That being said, if you are falling behind or need help, please let me know so that we can I can help to support you – and do not hesitate to ask me any questions you might have.

**(Please Note: All assignments and tasks are due by 11:59pm on the due date)**

**MODULE ONE: AN INTRODUCTION TO THE LITERATURE OF OUR ERA**

**(11 to 17 January 2021)**

**To Read/Watch:**

* Watch the “Introduction to the Course”-video
* Read through the syllabus
* Read and listen to two speeches by literary writers: William Faulkner’s “Address Upon Receiving the Nobel Prize for Literature” and David Foster Wallace’s “This is Water.”
* Watch the mini-lectures introducing Faulkner and Wallace

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, January 12, 9.30-10.20am**
* Participate in Discussion Forums. Feel free to both respond to my questions about the readings or lectures and reply to your classmates. That's how we'll build dialogue in this course!
* Complete the Diagnostic by **Friday, January 15**, to indicate your participation in the course.
* Complete the tech survey by **Friday, January 22**
* Take care of yourself.

**Assignment submission:**

* Diagnostic: **Due Friday, January 15** in a drop box in Module One

**MODULE TWO: INTRODUCTION TO THE SHORT STORY**

**(18 January to 7 February 2021)**

**To Read/Watch:**

* Read Charlotte Gilman’s short story “The Yellow Wallpaper” and her supplemental essay “Why I wrote The Yellow Wallpaper”
* Watch the mini-lecture “Narration Part I”

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, January 19, 9.30-10.20am**
* Participate in discussion forums. Respond to discussion forum questions and prompts on Gilman’s story and on the mini-lecture
* Complete TASK ONE: *OED* research (a short assignment to help you develop key skills)—due **Friday, January 22**, in a discussion forum
* Your first major assignment (Assign #2: Close Reading) will be introduced and explained – you need to read the assignment sheet and ask any questions you have
* Practice self-care

**MODULE THREE: THE MODERNIST SHORT STORY**

**(25 January to 7 February 2021)**

**Part I (25 January to 31 January): James Joyce’s “Eveline”**

**To Read/Watch:**

* Read James Joyce’s “Eveline”
* Watch the mini-lecture introducing Joyce
* Watch the mini-lecture “Narration Part II”
* Watch the library workshop video

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, January 26, 9.30-10.20am**
* Participate in discussion forums. Respond to discussion forum questions and prompts on Joyce’s story and on the mini-lecture
* Complete TASK TWO: Summary of academic article (a short assignment to help you develop key skills)—due **Friday, January 29**, in a discussion forum
* Be good to yourself

**Part II (1 February to 7 February): Raymond Carver’s “Cathedral”**

**To Read/Watch:**

* Read Raymond Carver’s “Cathedral”
* Read Jilian Weise’s poem “Cathedral”
* Watch the mini-lecture introducing Carver

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, February 2, 9.30-10.20am**
* Participate in discussion forums. Respond to discussion forum questions and prompts on Carver’s story and on the mini-lecture.
* Complete TASK THREE: Creative reimagining of the story (a short assignment to help you understand key concepts)—due **Friday, February 5**, in a discussion forum
* Enjoy your own creativity.

**MODULE FOUR: THE POSTMODERNIST SHORT STORY**

**(8 February to 28 February 2021)**

**Note that the university is closed 15 to 19 February for the spring reading break**

**Part I (8 February to 14 February): Toni Morrison’s “Recitatif”**

**To Read/Watch:**

* Read Toni Morrison’s “Recitatif”
* Watch the mini-lectures introducing Morrison and postmodernism

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, February 9, 9.30-10.20am**
* Participate in discussion forums. Respond to discussion forum questions and prompts on Morrison’s story and on the mini-lectures
* Submit your first major assignment (Assign #2: Close Reading)—due **Sunday, February 14**, in a drop box in Module Four
* Enjoy your reading break

**Assignment submission:**

* Close reading (of a passage from a text read up to this point): **Due on** **Sunday, February 14**

**Part II (15 February to 28 February): David Foster Wallace’s “My Appearance”**

**To Read/Watch:**

* Read David Foster Wallace’s “My Appearance”
* Watch two clips: [Letterman interview from March 1987](https://www.youtube.com/watch?v=OpkluVtpAIY) and Joe Isuzu advertisement

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, February 23, 9.30-10.20am**
* Participate in discussion forums. Respond to discussion forum questions and prompts on Wallace’s story and on the TV clips
* Be mindful of your well-being

**MODULE FIVE: AN INTRODUCTION TO POETRY**

**(1 March to 7 March 2021)**

**To Read/Watch:**

* Read three pairs of poems:
1. William Shakespeare’s “Sonnett 18” and Claude McKay’s “If We Must Die”
2. William Carlos Williams’s “The Red Wheelbarrow” and Richard Brautigan’s “Haiku Ambulance”
3. Ezra Pound’s “In a Station of the Metro” and H.D.’s “Sea Rose”
* Watch the mini-lectures on the sonnet, the poetic imagination, and imagism

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, March 2, 9.30-10.20am**
* Participate in discussion forums.

**MODULE SIX: CREATIVE NON-FICTION**

**(8 to 21 March 2021)**

**Part I (8 March to 14 March): Harlem Renaissance**

**To Read/Watch:**

* Read Langston Hughes’s poem “Theme for English B”
* Read Zora Neale Hurston’s essay “How it Feels to Be Colored Me”
* Watch the mini-lectures introducing Hughes and Hurston

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, March 9, 9.30-10.20am**
* Participate in discussion forums. Respond to discussion forum questions and prompts on the readings and on the mini-lectures

**Part II (15 March to 21 March): Zadie Smith’s essays**

**To Read/Watch:**

* Read Zadie Smith’s essays “Joy” and “Suffering like Mel Gibson”
* Watch the mini-lecture introducing Smith

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, February 23, 9.30-10.20am**
* Participate in discussion forums. Respond to discussion forum questions and prompts on Smith’s essays
* Complete TASK FOUR: Personal Response (a short assignment to help you develop key skills)—due **Monday, March 15,** in a discussion forum

**MODULE SEVEN: AN INTRODUCTION TO THE NOVEL**

**(22 March to 11 April 2021)**

**To Read/Watch:**

* Read Ruth Ozeki’s novel *A Tale for the Time Being*. Please ensure you have read the following (at a minimum):
1. Part I (p. 1-108) by **Monday, March 22**
2. Part II (p. 109-258) by **Monday, March 29**
3. Parts III & IV (p. 259-403) by **Monday, April 5**
* Watch the mini-lecture introducing Ozeki
* Watch the mini-lecture on science and religion
* Watch Ozeki’s lecture [“The Contemplative ‘I’: Zen and the Art of Autobiographical Fiction”](https://youtu.be/60Z0SNYZPgc)
* Read “Entering Conversations about Literature” by Gerald Graff & Cathy Berkenstein to prepare for your Final Research Essay
* Watch the Final Exam Prep Powerpoint

**To Do:**

* Attend our [weekly Zoom class meeting](https://uvic.zoom.us/j/86094597891) on **Tuesday, March 23, March 30, and April 6, from 9.30-10.20am**
* Participate in Discussion Forums on Ozeki’s novel, the Graff & Berkenstein chapter, and the mini-lectures
* Complete TASK FIVE: Character Chart (a short assignment to help you understand key concepts) by **Monday, March 22**, in a discussion forum
* Complete a peer review activity: Post a draft of your Introduction and Outline/Road map by **Thursday, April 1**; review a peer’s draft by **Tuesday, April 6.**
* Complete the Discussion Forum Letter (with eight selected forum posts) by **Friday, April 9**
* Complete the Final Research Paper by **Wednesday, April 14**
* Hang in there—you’re almost at the end of the course!

**Assignment submission:**

* Introduction & Outline Draft: **Due on** **Thursday, April 1;** Peer Review of Introduction & Outline Draft: **Due on** **Tuesday, April 6.**
* Discussion Forum Letter: **Due on** **Friday, April 9** in a drop box in Module Seven
* Final Research Paper: **Due on** **Wednesday, April 14** in a drop box in Module Seven

**FINAL EXAM**

* **Final Exam Guidelines TBA**
* **Submission of Final Exam TBA**

**COURSE RESOURCES**

In addition to any material I give you, a number of resources are available to support your learning in ENGL146. The two you’re likely to consult most often are listed here:

* **The Centre for Academic Communication:** [The Centre for Academic Communication](https://www.uvic.ca/learningandteaching/cac/) provides free one-on-one tutoring to help students build their writing skills and proficiency in English. The CAC also runs workshops that address common problems in academic writing, can help you set up a learning plan to stay on track, and has EAL specialists who have worked with hundreds of students to help them succeed in UVic writing courses. This term, those services are available online. You can book tutoring appointments through the [CAC website](https://www.uvic.ca/learningandteaching/cac/).
* **UVic Libraries:** UVic Libraries staff members offer students help with their research, writing papers, locating resources, and identifying people to ask for more help. The [Research Anywhere](https://libguides.uvic.ca/ResearchAnywhere) site provides access to your research needs and offers helpful tutorials. You can also [contact librarians by chat, phone](https://www.uvic.ca/library/research/ask/index.php) and other methods.

Look in the “Student Resources” section of our Brightspace site for links to even more resources both on campus and online.

**GRADING**

The writing you do in ENGL146 will be evaluated according to the grading standards for first-year academic writing. Your work will also be evaluated in terms of how well it meets the requirements of the assignment and your achievement of the learning objectives of the course.

The following table shows how the letter grade or percentage score you receive on an assignment corresponds to the university’s standard grading system:

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **Grade Point Value** | **%** | **Description(from the University of Victoria Undergraduate Calendar)** |
|  A+ | 9 | 90–100 | An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students. |
|  A | 8 | 85-89 |
|  A- | 7 | 80-84 |
|  B+ | 6 | 77-79 | A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students. |
|  B | 5 | 73-76 |
|  B- | 4 | 70-72 |
|  C+ | 3 | 65-69 | A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities. |
|  C | 2 | 60-64 |
|  D | 1 | 50-59 | A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree. |
|  F | 0 | 0–49 | F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree. |

**COURSE POLICIES AND EXPECTATIONS**

**You can expect me to**

* contact you by email or some other accessible means on Brightspace at least twice a week about various aspects of the course;
* teach to the course goals;
* give clear instructions for assignments and exercises;
* advise and support students in their course work;
* treat students with respect;
* act in a fair manner;
* be available during “drop-in” office hours or, if necessary, arrange an alternative time to meet;
* evaluate students fairly and constructively, based on criteria made clear to students;
* return assignments in a timely manner
* give useful feedback: In addition to *written feedback*, I will usually provide you with line-by-line *editorial corrections* of your style and grammar for the major assignments; this is part of the kind of explicit learning you will do in this class. I believe that writers can learn a lot from good editors, so make sure to study these detailed editorial comments for you to improve your writing style and grammatical correctness. In the case of some major assignments, I will pair these editorial comments with in-depth *audio feedback* (accessible through our course website); make sure to listen to my comments and be in touch (by email or in office hours) if you have any questions.

**I will expect you to**

* participate in the class and engage with all class materials except in case of illness or emergency;
* prepare for class by completing readings and assigned work in a timely manner;
* actively participate in online discussions and other class activities;
* ask questions if you do not understand something;
* submit all assignments according to instructions, complete, and on time;
* use instructor comments and feedback to improve future work;
* cooperate with and act respectfully toward other students and the instructor;
* communicate with the instructor about problems or concerns as soon as possible;
* put focused and disciplined effort into the course assignments.

**ACCESSIBILITY**

Each student brings to this course diverse interests, learning styles, and needs. The assignments and activities in ENGL146 have been designed to draw upon a variety of different aptitudes and strengths. Communicating your personal learning needs with me early on in the term is immensely valuable and helps me to support you in different ways. If you have a permanent disability, a temporary disability, or a health consideration that may require accommodations, you may approach me and/or the Centre for Accessible Learning (CAL) as you feel comfortable. Note that CAL staff members are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations (<https://www.uvic.ca/services/cal/>).

*The sooner you feel comfortable discussing your learning needs, the sooner we can assist you in achieving your learning goals.* So, if at any point in the term you find yourself prevented from fully accessing this online course or not getting the support you need, you are strongly encouraged—though not required—to contact me by e-mail or to visit me during office hours to discuss ways to improve accessibility. I will also ensure there are multiple anonymous opportunities for you to provide me with this kind of feedback as the term progress (i.e., not just at the end of the term).

**BASIC NEEDS: STUDENT HEALTH AND WELLBEING**

In general, I want you to thrive in this class and everywhere else. Please let me know as early as possible if you have any concerns or if you require any accommodations to succeed in this course, and I’ll do my best to help.

**Food and housing:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is strongly encouraged to contact me. Other resources you may find helpful include the following.

* UVic’s campus Food Bank and Free Store is now offering students in need food hampers for pick-up: <https://uvss.ca/foodbank/>.
* The Community Cooperative “Women In Need” keeps an extensive, up-to-date list of places where anyone can get meals or groceries at no or low cost in the greater Victoria area: <https://www.womeninneed.ca/victoria-area-resources-for-emergency-food>.
* The UVSS “Rent with Rights” campaign offers information about housing issues and resources: <https://uvss.ca/rent-with-rights/>.

**Mental health:** UVic takes student mental health very seriously, and so do I! Please see the Mental Health website for more information: <https://www.uvic.ca/mentalhealth/>. Services for students include crisis and emergency mental health consultation and confidential assessment, counselling services (individual and small group), and referrals; find out more from the Counselling services website: <https://www.uvic.ca/services/counselling/>. And the province of BC is now offering students free, 24/7 support through a program called Here2Talk: <https://here2talk.ca/home>. Please talk to me for more information.

**Other student policies:** The Student Services website lists that you might want or need to know about, to make your life at UVic safer or easier: <https://www.uvic.ca/studentaffairs/home/policies/index.php>. Only some of them are directly related to this class, but they’re still important.

**ACADEMIC HONESTY**

The writing you do for this class **must be your own**. Presenting the work of others, whether it is used without attribution (plagiarism), submitted by you but written by someone else (cheating), or produced with inappropriate help (unauthorized editing) violates the university's policy on academic integrity.

The university has prepared several documents to help you understand this policy, what constitutes plagiarism and cheating, and how to avoid them.

* [Plagiarism](https://www.uvic.ca/library/research/citation/plagiarism/index.php) from the UVic Libraries website explains what plagiarism is and how to avoid it.
* The University of Victoria's Policy on Academic Integrity, from the [academic calendar](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies), defines plagiarism and describes the university's procedures for dealing with allegations of plagiarism and the penalties.
* The [University Ombudsperson](https://uvicombudsperson.ca/tips/plagiarism/) offers an excellent discussion of how to prevent plagiarism.

Here are a few points about plagiarism to keep in mind when you write:

* The best way to avoid inadvertent plagiarism is to ask your instructor or a Centre for Academic Communication tutor for guidance. Some students end up plagiarizing because they aren't sure how to correctly incorporate the work of others into their writing. Your instructor can help you learn how to quote, paraphrase, and cite your sources correctly.
* Students who are found guilty of plagiarism or cheating face serious consequences. According to the university policy, "A largely or fully plagiarized assignment should result in a grade of F for the course."
* If a student is found guilty of violating the university's policy on academic integrity, the offence will be added to the student's record and will remain there for four years after the student graduates.

**COURSE MATERIALS DISTRIBUTION AND COPYRIGHT**

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor,**[except under fair dealing or another exception in the Copyright Act](https://www.uvic.ca/library/featured/copyright/%22%20%5Ct%20%22_blank)**.** Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy (AC1300)](https://www.uvic.ca/universitysecretary/assets/docs/policies/AC1300.pdf%22%20%5Ct%20%22_blank).

**ATTENDANCE/PARTICIPATION POLICY**

The University Calendar states that students are expected [to attend all classes in which they are enrolled](https://www.uvic.ca/calendar/undergrad/index.php#/policy/ryNResf_E?bc=true&bcCurrent=03%20-%20Attendance&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies), starting in the first scheduled week of classes. In an online, asynchronous course like this one, attendance takes the form of participation in and engagement with the course. Please also [review the ATWP attendance policy](https://www.uvic.ca/humanities/atwp/current-students/attendance/index.php).

**You must express your intention to participate in this section of ENGL146 by posting your Diagnostic assignment by Friday, January 15**. If you do not complete this learning activity by the stated deadline, you may be automatically de-registered from the course as a No-Show student. This policy ensures that (a) all students receive appropriate guidance at the start of a course that will help them to meet course requirements and (b) waitlisted students have a chance to register in a course in lieu of any non-participating students.

For the remainder of the term, you must (**at a minimum**) engage with items on the Brightspace site once each week. Students who fail to meet this requirement may be barred from completing the final course exam unless they have an academic concession.

**LATE ASSIGNMENT POLICY**

Late work hurts everyone. If you miss a draft deadline, you’ve missed a crucial chance for feedback on your work. If you are not ready with a response to a group member’s draft, you’re letting down someone who is counting on you for help. If you are not prepared for class that week, you limit your own voice and contributions to the class and community of writers and readers. For all these reasons, late work is highly discouraged. **Late work, without an excuse, may be penalized 3% per 24 hrs. after the original deadline. Late work will also not receive a full set of comments.**

Not submitting a required major assignment may result in a course grade of “N” or “incomplete,” which is a failing grade.

**NOTE: If you ever have a problem with an assignment, talk to me *in* *advance* of the deadline and you may be able to negotiate an arrangement to fit your situation**. While fairly reasonable and compassionate about giving extensions in advance when necessary, *such deadlines are absolutely non-negotiable after you have missed them.* **That said, these are unusual times we are living in. If something comes up and you become ill, have to care for others, or get overwhelmed with work, please let me know. Remember, I am here to help you.**

**GRADE APPEALS**

If you believe that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with your instructor. As your instructor is using the [grading standards for first-year writing](http://english.uvic.ca/undergrad/grading_standards.html), be prepared to show your instructor how your work matches the standards for the letter grade you think you should have received. If you are not satisfied with your discussion with the instructor, [you may apply for a formal grade review.](https://www.uvic.ca/registrar/assets/docs/record-forms/grade-review.pdf)

**COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential Course Experience Survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching as well as to help improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to your [CES dashboard](http://www.uvic.ca/learningandteaching/students/resources/ces/login.php) (<https://ces.uvic.ca/blue/>). You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind of this survey near the time when it becomes available, but please be thinking about this important activity, especially the following three questions, throughout the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

**SYLLABUS MODIFICATIONS**

The course syllabus (encompassing both policies and procedures and assignments listed in the daily class schedule) is a general plan for the course. Deviations may be necessary and will be announced orally to the class and/or distributed in writing by email by the instructor.

**TERRITORIAL ACKNOWLEDGEMENT**

All University of Victoria classes, including this one, take place on the traditional territory of the WS'ANEC' (Saanich), Lkwungen (Songhees), Wyomilth (Esquimalt) peoples of the Coast Salish Nation. We acknowledge that many of us are visitors and settlers on these lands and that it is our responsibility to seek and learn from opportunities for truth telling and reconciliation.

**Finally: Remember, I am here to support your learning.**

**If you’ve got any questions about the course, or need help with assignments, please check with me for advice and assistance. These are unusual times we are living in, and I want to do everything to support your learning and well-being in these difficult circumstances. We’re in this together.**