A note on this edition:
COVID-19 has thoroughly reshaped how we all will teach and TA in 2020-21; yet as we deal with these challenges and become online educators it is important to remember these are exceptional or emergency conditions, not fundamental and permanent changes to our practices and policies. Accordingly, in updating this handbook for 2020-21 I have left most policies and advice largely intact, doing my best to note where applicable (*often with parenthetical italics) how to adapt certain practices for online classes and remote learning, online supports for students where office visits might have worked before, and so on (all without rewriting every paragraph in the handbook). In cases where you have doubt about how to approach a specific job requirement or do your teaching work with online classes, don’t hesitate to email your course instructor, me, or the relevant faculty or staff with your questions or to discuss anything herein. Best wishes on a challenging year!

-Prof. Jeffrey Severs, TA Coordinator, 2020-21
# TABLE OF CONTENTS

## 1. THE ENGLISH DEPARTMENT
- Key Contacts for Teaching Assistants ........................................... 1
- Key Members of the English Department ........................................ 2
- Administrative Procedures and Policies ........................................ 3
- Important Calendar Dates, 2019-2020 ............................................ 7

## 2. TEACHING OPPORTUNITIES AND RESPONSIBILITIES
- Teaching Assistantships in the Department of English .................... 8
- Assigning Teaching Assistants .................................................... 9
- Responsibilities of Teaching Assistants ........................................ 10

## 3. GRADING ASSIGNMENTS
- Department of English Policies on Assignments and Grading ............ 11
- Department of English Point-Mark Equivalents ............................. 12
- Recording and Submitting Grades .............................................. 14

## 4. ACADEMIC INTEGRITY AND THE ENGLISH CLASSROOM
- Definitions of Plagiarism .......................................................... 15
- Detecting and Responding to Suspected Plagiarism .......................... 16
- Avoiding Plagiarism ............................................................... 16
- Further Resources .................................................................... 16

## 5. MAINTAINING PROFESSIONALISM
- Lateness, Absences, and Leaves ................................................ 17
- Talking To and About Students .................................................. 17
- Classroom Diversity .................................................................. 18
- Reprimands and Discipline ......................................................... 18

## 6. TEACHING AND OTHER RESOURCES
- TA Coordinator .......................................................................... 18
- TA Mentor .................................................................................. 19
- 2019-2020 Pedagogy Workshop Schedule ................................... 19

## 7. EVALUATION OF TEACHING ASSISTANTS
- Student Evaluations ................................................................... 19
- Instructor, Peer TA, and Video Evaluations .................................. 20
- Teaching Assistant Evaluation Summaries .................................... 20
- Teaching Dossiers ...................................................................... 20

## 8. OTHER TEACHING AND TRAINING RESOURCES AT UBC
- Writing Support for Students ...................................................... 22
- Academic and Personal Counselling for Students ......................... 22
- Resources for Students in Crisis ................................................ 24
- FAQs ......................................................................................... 26

## 9. SAMPLE COURSE OUTLINES
- Dr. Mary Chapman English 110: page 27
- Dr. Tiffany Potter English 110: page 34
- Dr. Alex Dick English 111: page 44
1. THE ENGLISH DEPARTMENT

- **Key Contacts for Teaching Assistants**

<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Person</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Assistant</td>
<td>Ms. Christie MacLeod</td>
<td>Assigns TA offices; issues security code for computer room and key requisitions for offices; coordinates pay; processes parental and other leaves.</td>
</tr>
<tr>
<td></td>
<td>604.822.3855</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:English.Graduate.Program@ubc.ca">English.Graduate.Program@ubc.ca</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BuTo 397</td>
<td></td>
</tr>
<tr>
<td>First-Year Program Administrator</td>
<td>Ms. Jennie Ramstad</td>
<td>Coordinates registration for first-year courses; books classrooms; advises; orders desk copies; arranges teaching evaluation summaries with the TA coordinator.</td>
</tr>
<tr>
<td></td>
<td>604.822.4247</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:First-Year.English@ubc.ca">First-Year.English@ubc.ca</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Jennie.Ramstad@ubc.ca">Jennie.Ramstad@ubc.ca</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BuTo 397</td>
<td></td>
</tr>
<tr>
<td>TA Coordinator</td>
<td>Dr. Jeffrey Severs</td>
<td>Assigns TAships; resolves disputes; solicits nominations for the Graduate TA award; nominates first-year ENGL prize winners; edits TA handbook; writes teaching evaluation summaries for TAs seeking employment.</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Jeffrey.Severs@ubc.ca">Jeffrey.Severs@ubc.ca</a></td>
<td></td>
</tr>
<tr>
<td>TA Mentor</td>
<td>Craig Stensrud</td>
<td>Assists TA coordinator in organizing and publicizing workshops; designs webpage and Reading Room file of pedagogy resources; serves as mentor and liaison to students and the Graduate Committee.</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:craig.stensrud@ubc.ca">craig.stensrud@ubc.ca</a></td>
<td></td>
</tr>
<tr>
<td>TA Union Rep</td>
<td>To be chosen (in Sept. 2020)</td>
<td>Attends union meetings; reports on activities and new developments to Caucus.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cupe2278.ca">www.cupe2278.ca</a></td>
<td></td>
</tr>
</tbody>
</table>
### Key Members of the English Department

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Dr. Patricia Badir</td>
<td><a href="mailto:patribad@mail.ubc.ca">patribad@mail.ubc.ca</a></td>
<td>Reviews distribution of grades in all sections; signs grade change forms; advises TAs regarding any threatened job actions.</td>
</tr>
<tr>
<td>Senior Program Assistant</td>
<td>Ms. Brianne Colon</td>
<td><a href="mailto:english.headsoffice@ubc.ca">english.headsoffice@ubc.ca</a></td>
<td>Administrative assistant to the department Head.</td>
</tr>
<tr>
<td>Associate Head, Graduate, &amp; Chair of the Graduate Committee</td>
<td>Dr. Adam Frank</td>
<td><a href="mailto:adafrank@mail.ubc.ca">adafrank@mail.ubc.ca</a></td>
<td>Oversees the graduate program.</td>
</tr>
<tr>
<td>MA Advisor</td>
<td>Dr. Suzy Anger</td>
<td><a href="mailto:anger@mail.ubc.ca">anger@mail.ubc.ca</a></td>
<td>Oversees the MA program.</td>
</tr>
<tr>
<td>Associate Head, Undergraduate &amp; Chair, Honours Program</td>
<td>Dr. Alexander Dick</td>
<td><a href="mailto:Alex.Dick@ubc.ca">Alex.Dick@ubc.ca</a></td>
<td>Solicits recommendation letters from TAs and instructors for applicants to the Honours Program.</td>
</tr>
<tr>
<td>Literature Coordinator</td>
<td>Dr. Miguel Mota</td>
<td><a href="mailto:Miguel.Mota@ubc.ca">Miguel.Mota@ubc.ca</a></td>
<td>Advises students interested in the English Major, Literature Emphasis or the English Minor (Literature).</td>
</tr>
<tr>
<td>Language Coordinator</td>
<td>Dr. Barbara Dancygier</td>
<td><a href="mailto:Barbara.Dancygier@ubc.ca">Barbara.Dancygier@ubc.ca</a></td>
<td>Advises students interested in the English Major, Language Emphasis or Language and Literature Emphasis, or the English Minor (Language)</td>
</tr>
<tr>
<td>First-Year English Coordinator</td>
<td>Dr. Suzanne James</td>
<td><a href="mailto:suzanne.james@ubc.ca">suzanne.james@ubc.ca</a></td>
<td>Oversees First-Year English.</td>
</tr>
</tbody>
</table>

604.822.5651
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Head (Curriculum &amp; Planning)</td>
<td>Dr. Glenn Deer</td>
<td><a href="mailto:gdeer@mail.ubc.ca">gdeer@mail.ubc.ca</a></td>
<td>Coordinates course schedules and timetables</td>
</tr>
<tr>
<td>Manager, Administration</td>
<td>Angela Kaija</td>
<td><a href="mailto:Angela.Kaija@ubc.ca">Angela.Kaija@ubc.ca</a></td>
<td>Oversees all financial, HR and facilities activities in the department</td>
</tr>
<tr>
<td>Web &amp; Systems Administrator</td>
<td>Ms. Dominique Yupangco</td>
<td>604.822.6636, <a href="mailto:Dominique.Yupangco@ubc.ca">Dominique.Yupangco@ubc.ca</a></td>
<td>Manages the department’s web, computer systems and audio-visual (AV) resources; oversees the department’s computer labs; liaises with other administrative units on campus regarding technology on behalf of the department; provides first-level troubleshooting support.</td>
</tr>
<tr>
<td>Reception</td>
<td>Niroshi Sureweere</td>
<td>604.822.9824, <a href="mailto:niroshi.Sureweere@ubc.ca">niroshi.Sureweere@ubc.ca</a></td>
<td>Assigns photocopy access codes; assists with faxes and mail; date-stamps essays deposited in the “Drop-Off” box.</td>
</tr>
<tr>
<td>Undergraduate Programs Assistant (Majors, Honours, and Minor Programs)</td>
<td>Nicole Roussos</td>
<td>604.822.9817, <a href="mailto:english.Undergraduate@ubc.ca">english.Undergraduate@ubc.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

**Administrative Procedures and Policies**

**Main Office:** Buchanan Tower 397.

**Pay:** You will be paid on the 15th and last day of each month. **If you are not paid on September 15th, or are not paid by direct deposit, notify Christie.**

**Pay statements:** UBC pay statements are posted online for each pay period and are generally available four to six days prior to payday; please check regularly to ensure that you are being paid the correct amount. According to the current CUPE 2278 Collective Agreement wages are $314.44/hour or $6,611.96/term for GTA I (2+ years’ service as a GTA), and $33.14/hour or $6,362.48/term for GTA II (<2 years’ service as a GTA). To view pay statements, first log in to the
UBC Virtual Private Network, and then log in to the UBC Management Systems Portal (MSP), using your CWL login. You must be logged on to the VPN to access the MSP site. If you are not being paid, or you are being paid an incorrect amount, notify Christie.

Office Hours: TAs are required to schedule one weekly office hour, to post this information outside their office doors, and to give written notice of their hours to Niroshi and their instructor for inclusion on the syllabus. Consult with TAs who share your office to confirm that your hours do not overlap. Space is tight, so note that although you are welcome to use the space for quiet study, please recognize that TA-related activities take priority, even TA meetings arranged outside of office hours. Office hours should not be scheduled for Thursdays 12:30-2:30 in term 2 as this may conflict with the TA Pedagogy Workshop. (*During online teaching terms, TAs should hold one weekly office hour virtually and notify their instructor and Niroshi. Concerns about office space obviously do not apply.)

First week of classes: Although some students believe that, like labs, discussion groups don’t meet until the second week of classes, all discussion groups run as usual in the first week. Tuesday/Thursday ENGL lectures do not meet on the first Tuesday in September for Imagine UBC.

Desk Copies: If you are assigned to a 100-level course and have not received desk copies, please contact Jennie Ramstad in the First-Year Office.

Class Lists: If you are assigned to an upper-year course, please ask the course instructor for a class list before your first discussion meeting. If you are assigned to a first-year course, the First-Year Administrator will send you a class list and instructions before your first discussion meeting. Keep track of those on the list but not attending and advise those not on the list to contact First-Year Office right away. Students who are not officially enrolled in the class and whose names are not listed should not be permitted to remain in the class. TAs are not authorized to add or drop students or switch their discussion groups; refer such students to the First-Year Office before the add/drop date. Class lists do change in the first two weeks of classes, especially once the most recent Language Proficiency Index exam results are tabulated, when international students who have not passed will be dropped from your class list. Only students with an admission form from Jennie Ramstad (First-Year Office) should be permitted to join your discussion group.

Preparation and Duplication of Course Materials: While online teaching will proceed through electronic copies, in a normal term the Department Receptionist will put information about your copier access code in your mailbox. Each TA is normally assigned 200 free copies for the full academic year; if you exceed this number, collect a small fee from your students to cover the costs of these materials (10 cents per copy). Duplication of materials from secondary sources is regulated by copyright legislation. A log to record Copycat transactions can be found near the photocopy machines.

E-mail Accounts and CWL (Campus Wide Login): All UBC students are provided with a free alumni.ubc.ca email account. To set up a student email address, you will first need to setup a Campus-Wide Login (CWL), which is required to access all UBC online services, including the wireless network on campus. As a graduate student and employee, you are also eligible for a UBC Faculty and Staff ubc.ca email address. Contact Dominique Yupangco to set this up.
Student e-mail addresses: In most cases you will not be provided with student emails. You may wish to collect student emails during the first class. When emailing your class as a group, keep student privacy in mind by using the blind carbon copy function (“bcc”) or equivalent in your email program.

Classroom Technology: Most discussion groups are held in classrooms with audio/visual equipment. Email arts.helpdesk@ubc.ca if you would like an in-person demonstration. If your room lacks A/V equipment, you can either request a different classroom through Classroom Services or borrow equipment through Arts ISIT (Buch C113; arts.helpdesk@ubc.ca; 604.822.ARTS [2787]). (*In online teaching terms, your technology needs will be different, obviously, but Arts ISIT is still a good contact for technology issues.)

e-Learning: UBC has a number of online learning tools for instructors and TAs, including Canvas, UBC Wiki, and UBC Blogs. Full information, including information sessions and drop-in workshops, are available at elearning.ubc.ca. If you wish to set up use of any online learning tool for your discussion group, please inform your instructor. TAs should be mindful that UBC and/or its instructors are legally responsible for all online content. For guidelines, see Responsible Use of Information Technology Facilities and Services. (*Online teaching will involve much more use of e-learning; continue to make decisions about online learning tools in consultation with your instructor.)

TA Absences: If you must miss a class for medical reasons, please arrange for another graduate student to substitute (a larger classroom that can accommodate two discussion groups can be arranged, in normal teaching terms) and advise your instructor of the change. In online teaching terms, finding a substitute should not present a problem. If you cannot find a replacement, notify Jennie in the First-Year Office, your instructor, and your students as early as possible. A note will be placed on your classroom door in normal teaching terms.

Faculty of Arts Graduate Teaching Assistant Award: Let the TA coordinator know by Reading Week (February 2021) if you think your evaluation scores, experience, and teaching philosophy might make you a contender for the Faculty’s Graduate TA Award.

Exams: 3-hour exams (Engl 110) or 2.5 hour exams (2nd year and upper-level courses) take place in the regular exam periods laid out in the calendar (including Saturdays). TAs are expected to mark their exams and submit grades within 7 calendar days. Please direct students with exam conflicts to the instructor as soon as possible. TAs are required to invigilate two exams each term. See page 10 for details. You should arrive 30 minutes before the start of a 3-hour exam to assist the instructor with the set-up of the exam room and the distribution of exam booklets. (*In online teaching terms, follow directions from your course instructor for administration of any exams and in-class essays and follow any directions from the Department about exam invigilation.)

Note that students who have registered with the Centre for Accessibility are permitted exam accommodations that might include extended time for completing exams or in-class essays. Such students will normally have notifications of their accommodations sent to the instructor by the
Centre for Accessibility Office. Exam or essay topics must be sent by instructors separately and in advance to the Centre for Accessibility Office that invigilates the sitting of the exam or essay. (*In online teaching terms, consult with your course instructor as accommodation issues arise.)

Teaching Evaluations: Your students will complete online evaluations of your teaching during a designated period at the end of each term; these are filed at the First-Year English Office. Please review your evaluations after submitting final grades and consider making improvements as necessary. If you would like a teaching evaluation summary prepared, contact the First-Year Program Administrator, Jennie Ramstad, who will arrange it with the TA Coordinator.
• Important Undergraduate Calendar Dates, 2020-2021

Term 1 (September – December 2020)

September 8  Term 1 begins. There are no undergraduate classes on Tuesday, Sept. 8, 2020 to allow students to attend the “Imagine UBC” events; (Classes which start at 5:00 p.m. or later and meet only once per week are an exception.)

September 20  Last date for withdrawal from Term 1 courses without the standing of “W” on record

October 12  Thanksgiving Day holiday (Monday); University Closed

October 30  Last date for withdrawal from Term 1 courses with a “W” standing without faculty approval

November 11  Remembrance Day holiday (Wednesday); University Closed

December 3  Last day of classes, Term 1 (Thursday)

December 7  Exam period begins (Monday); Saturdays included in Exam Schedule

December 22  Exam period ends (Tuesday)

Term 2 (January – April 2021)

January 4  Term 2 begins (Monday)

January 15  Last date for withdrawal from Term 2 courses without the standing of “W” on record

March 5  Last date for withdrawal from Term 2 courses with a “W” standing without faculty approval

February 15-19  Mid-Term Break (Includes Family Day)

April 2  Good Friday, University Closed

April 5  Easter Monday, University Closed

April 8  Last day of classes (Thursday)

April 12  Exam period begins (Monday); Saturdays included in Exam Schedule

April 27  Exam period ends (Tuesday)
2. TEACHING OPPORTUNITIES AND RESPONSIBILITIES

- Teaching Assistantships in the Department of English

First-Year (100 level): TAs in English usually begin by teaching in a TA-assisted 100-level English course. These courses feature one main instructor, three to six TAs, and roughly 90 to 180 students (30 per TA). The instructor oversees the course, delivers 2 hours of weekly lectures, designs assignments and exams, and provides advice and support to the TAs. TAs lead a weekly one-hour discussion group and mark all assignments for that group. Instructors are expected to visit each discussion group at least once during the term.

- ENGL 110 (Approaches to Literature): This is a general introduction to literature that draws material from across periods and genres. Some sections have themes such as literature and science, Canadian literature, etc. Many students from outside the Faculty of Arts take this course.
- ENGL 111 (Approaches to Non-Fictional Prose): Themes and genres tend to vary by section in this course. Mainly, the subject matter combines formal and rhetorical analysis with discussions of current events. Language Program TAs may be particularly interested in ENGL 111.
- ENGL 120 (Literature & Criticism) and ENGL 121 (Introduction to Literary Theory): These courses often attract prospective English Majors (though that is not universally the case). Though the topics of these courses are still literature, they are more oriented toward using literature to illuminate critical and theoretical approaches.

Second-Year (200 level): 200-level courses may have between 1 and 3 TAs, and will thus be similar in structure (though smaller) than a 100-level TA-assisted course. Not all 200-level sections will have TAs. MA students may teach in these courses if their schedules allow, but typically only those with some TA experience will be selected.

Upper-Year (300 and 400 level): On an ad-hoc basis, and with space, budget, and personnel permitting, senior TAs may be invited to collaborate with faculty on a senior undergraduate course. In most cases, there will not be a discussion group for these classes. The TA may help design the syllabus and create assignments and will typically share 30-50% of the work of teaching the course, in some combination of marking and lecturing. Only TAs with considerable teaching experience, and who have maintained a consistently satisfactory teaching record, will be selected for these positions. In extraordinary circumstances, MA students may teach in these courses if their schedules allow.
Assigning Teaching Assistants

Placement: In selecting graduate students to be TAs, the TA coordinator will follow the regulations set by the TA Union Collective Agreement. Because of budgetary limits in the number of assistantships that the department can offer in any given year, teaching is assigned according to a standard priority list. Factors that determine this list include external funding, status in the PhD or MA program, previous teaching experience, and course schedule.

Should I always be a TA?

There may be times in your graduate career when teaching has a lower priority than your other academic work. Here are some suggestions for determining whether a TAship is right for you:

- If you are an MA student and want to complete your degree in 12 months, you might find it useful to take an extra course instead of teaching in a given term.
- If you are applying to PhD programs, you may need time to prepare applications, visit prospective schools, and contact possible supervisors.
- Many faculty members fund research assistantships. These provide work in specific areas, contact with faculty, and opportunities for travel and publication.
- Completing your degree in good time and submitting articles for publication will mean more to job prospects than a full roster of teaching assistantships.

Leaves of Absence: If you wish to take a leave of absence or suspend your TA duties, you should speak to the TA Coordinator as soon as possible so that arrangements can be made for your replacement and return. The Collective Agreement allows for parental leave. You may be eligible for EI payments or support from the Hardship Maternity Fund. If you are expecting a child whose care will interrupt your ability to work, please consider inquiring about the Maternity Fund. The Collective Agreement also allows for conference leave (you are eligible for a short-term leave to attend a relevant academic conference) and three days of unpaid leave immediately prior to a dissertation or thesis defence, or comprehensive exam (for the latter, 2 weeks’ notice is required). Leaves will not affect placement on the English Department TA priority list.

Scheduling: The TA schedule is set by the TA Coordinator and the Graduate Program Assistant in consultation with the First-Year and Associate Head’s (Undergraduate) Offices. TAs will be asked for their availability and preferences mid-term for the following term. A draft schedule will normally be available two months before the semester begins. First preferences cannot always be accommodated, but course schedules will be taken into account.
• Responsibilities of Teaching Assistants

Attend Orientation and Lectures: As a TA you must attend (1) the annual Teaching Assistant orientation, (2) all lectures for the course to which you are assigned, and (3) any meetings called by the instructor to discuss content, marking, and design of essay assignments and final exam.

Lead Discussion Groups: In first-year and some second-year courses, you will teach one 50-minute discussion meeting per week. Use your first class to introduce yourself and your own research interests and academic background. Encourage students to participate by introducing themselves briefly. Emphasize your support for their learning. Begin to learn student names, answer questions about reading lists, participation grades, course expectations, etc. In later classes, you can hold discussions, organize presentations, do short free-writing exercises, or any other activities that you think will help the students to understand the material and succeed in the course. Some possibilities will be discussed during the Pedagogy Workshops. Upper-year courses will not generally have scheduled discussion groups, though they might. The TA and the instructor will develop the format and pedagogical orientation of the course together.

Meet with Students: As noted above, you need to hold one regularly-scheduled office hour per week, and on occasion students may contact you via email in lieu of coming to office hours. Be careful how much time you devote to answering emails and about the content of your emails. Keep copies of emails to and from students in case a problem arises. You also need to make students aware that your email time is limited as well as what kinds of email are appropriate. Always cc your instructor on emails in which disputes, disagreements, or challenging issues are being discussed, in order to keep your instructor informed.

Mark Essays and Assignments: TAs mark all essay assignments during the term for their discussion groups. Marked assignments are usually returned within two weeks.

Invigilate Exams: In normal teaching terms, TAs invigilate two final exams in December and in April; each term you will invigilate for a course for which you did not serve as TA. In normal terms, you should arrive at the exam site thirty minutes before the exam begins to help prepare the room. Invigilation duties are assigned by the Department Manager, who will circulate forms to TAs asking you to indicate any scheduling restrictions. When the schedule has been drafted, a notice of your exam invigilation times will be put into your mailbox. If you cannot invigilate at the assigned time/day, arrange a trade with another graduate student and notify the First-Year Office, Graduate Office, and instructor. Lateness or failure to show up at your scheduled exams is considered “unsatisfactory performance of duties” and may affect your reappointment possibilities in the Department, or result in your assignment to additional invigilation duties in a subsequent term. Please do not make your travel plans until exam assignments have been finalized. (*As noted above, in online teaching terms follow specific instructions on exam invigilation from your course instructor and the Department.)

Grade Exams: TAs mark final exams, assign participation grades, and submit final grades to the instructor. Final grades must be determined and sent to the instructor within 7 days of the exam.
**Give Lectures:** If they wish, TAs may offer to present a lecture to the class, on approval by the instructor. PhD students will be encouraged to give at least half a lecture in a first-year class. Although there is no remuneration for such lecturing, you will undoubtedly benefit from the experience itself. TAs in second and upper-year courses will deliver at least one lecture.

**Maintain a Professional Demeanour:** TAs should always keep in mind that, in and out of the classroom and online, they are professionals representing the university.

---

**How many hours do I work?**

You are a member of the Canadian Union of Public Employees (CUPE) Local 2278, representing around 2600 Teaching Assistants, Markers, Tutors, and Instructors in the English Language Institute at UBC.

The CUPE 2278 Collective Agreement stipulates that any mandatory TA work counts toward your hours, which should not exceed **192 hours per term** (including 8 hours of paid vacation time), or an average of **12 hours per week** for a 13-week term, plus exam period. You cannot be required to work more than **8 hours** in any one day, and more than **24 hours** in a single week, without your consent. The TA Union recommends that TAs keep track of their hours to ensure you are not over-working. Prior to the beginning of the term, you must be provided with an Allocation of Hours form, which outlines your position, the number of employment hours offered, and how these hours should be allocated to various duties over the term. Tell the instructor, the TA Coordinator, and the Union Rep if you have reached your paid hours ahead of schedule. The new collective agreement between CUPE 2278 and UBC was settled in the spring of 2020. Until a copy of the new agreement is available, a two-page summary, and a copy of the full collective agreement that expired in 2019, are available at this link: https://cupe2278.ca/services/bargaining/quick-guide-and-collective-agreement/

---

**3. GRADING ASSIGNMENTS**

*Department of English Policies on Assignments and Grading*

**Instructions:** Students ordinarily receive course assignments in writing from the instructor with clear indications of required length, due date, format, and documentation. You should review these with your discussion group.

**Attendance:** Keep attendance records for all of your discussion meetings and, if possible, lectures in order to determine the participation grade. The Department Policy on Attendance stipulates that students missing 40% or more of their lectures, seminars, or meetings of a discussion section associated with a large lecture course, regardless of whether their absences are avoidable or unavoidable, may be considered unable to meet the “learning outcomes” of the course and may be excluded from the final examination. In the event of a student missing 4 meetings of a discussion
section associated with a large lecture course, where a TA wishes to invoke the attendance policy, the TA should ask the course instructor or the First-Year Assistant to warn the student in writing.

**Submitting Essays:** In normal teaching terms, have students include their full name, student number, course number, section number, and your name on the cover page of their assignments. Policies on late essays should be presented to students in writing in consultation with your instructor; often they will be listed in the syllabus. If they are not, then please ask your professor what his/her policy is. In normal teaching terms, late essays should be submitted to the “Drop Off” box at Reception in BuTo 397. The Department Receptionist will date-stamp them and put them in TAs’ mailboxes. Note that graded papers should not be returned to students through the department office. TAs should return papers in discussion group or by making other arrangements using their own offices. (*During online teaching, follow any directions from course instructors on submission and return of student work.*)

**Revision:** In the interests of fairness, students are not allowed to revise papers for higher grades. You may help your students improve their writing in the drafting process, but be careful not to do too much of the students’ work for them. Encourage students to make use of the UBC Writing Centre for help with writing essays. For a list of other writing resources see p. 20 below.

---

**What are the department’s grading standards?**

Although grading standards vary, class averages at UBC for ENGL 110 and 111 tend to come in at about 72%. These averages may go down now that the threshold for Grade 12 students’ exemption from the Language Proficiency Exam has been reduced from 80% to 75%. Averages for ENGL 120 and 121, which have higher admission standards, are usually about 75%. Students accepted into Honours English at the end of first year typically have ENGL averages above 80%. There is no minimum average for admission to the major in English and no formal application is necessary.

**Are there prizes for student essays?**

TAs are encouraged to nominate their best students for department prizes. There are 4 essay prizes for which first-year students are eligible: The Frank de Bruyn Memorial Essay Prizes (#1205) are awarded for the best essays in each of ENGL 110, ENGL 111, ENGL 112, and ENGL 120/121. Send a copy of the best essay in your discussion group (with marks and comments on it) to the TA Coordinator before the exam period ends. Typically the winning essays are in the A+ range.

**Assigning Grades:** Do not assign split grades (e.g. A-/B+). Determine a numerical grade (62%, 78%, etc.). Consult closely with the instructor for your section for advice on grading standards.

---

**Department of English Point-Mark Equivalents**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Out of 100(%)</th>
<th>Out of 70</th>
<th>Out of 50</th>
<th>Out of 30</th>
<th>Out of 25</th>
<th>Out of 20</th>
<th>Out of 15</th>
<th>Out of 10</th>
<th>Out of 5</th>
</tr>
</thead>
</table>

12
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>90 - 100</th>
<th>85 - 89</th>
<th>80 - 84</th>
<th>76 - 79</th>
<th>72 - 75</th>
<th>68 - 71</th>
<th>64 - 67</th>
<th>60 - 63</th>
<th>55 - 59</th>
<th>50 - 54</th>
<th>0 - 49</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>A-</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>B+</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>B-</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>C+</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>C-</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>100</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>
• **Recording and Submitting Grades**

All grades must be submitted to the course instructor and to the First-Year office when the course is complete. TAs are strongly encouraged to make detailed notes about students’ number and letter grades, overall writing ability, attendance, participation, and late assignments (especially for students who may fail the course). These notes should be submitted to the First-Year office with your grades and all final exams. This information is valuable in the event of a query or for possible reviews of assigned standing. Entries should be organized so that the First-Year Office staff can follow the performance of each student. You should also make copies of your notes and grades for yourself and your instructor before submitting them.

**Blue Books**: In normal teaching terms, the standard method of submitting grades for TAs in the Department of English is the blue book, one of which will be left in your mailbox at the beginning of the term. A blue-book entry includes the students’ name, student number, and degree (if known). The students’ attendance record should appear on his or her page. It should also chart the grades for all assignments and generally include the breakdown of the value of each assignment. Notes appraising the student’s performance can be included right on the same page. It is important to note that all comments regarding students should be objective and non-biased. Blue books will be reviewed in the event of a grade dispute. (*In online teaching terms, keep these notes in electronic form and expect instructions from the First-Year Office on submission of marks and relevant notes at the end of term.)*

**Spreadsheets**: TAs may additionally wish to record their student’s grades in an Excel (or equivalent) spreadsheet.
4. ACADEMIC INTEGRITY AND THE ENGLISH CLASSROOM

Academic integrity refers to the ethical and respectful conduct expected of every member of the University community. UBC students are, as a rule, very respectful toward their instructors and peers, though it is a good idea to remind them of the need for good classroom practices such as hand-raising, listening, the use of neutral and inoffensive language, and punctuality.

The most common and difficult infraction against academic integrity is plagiarism. Because they work closely with their students, many of whom are in the first year of their university careers, TAs can provide crucial guidance on good research practices, information literacy, and academic integrity while in the classroom, marking assignments, and holding office hours. You should discuss with your students what constitutes ethical use of secondary sources and tutoring services before the first home paper in the course is due.

• Definitions of Plagiarism

The UBC academic misconduct policy provides the following definitions and guidelines (see (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959):

- Plagiarism occurs where an individual submits or presents the work of another person as his or her own.
- Plagiarism extends from where there is no recognition given to the author for phrases, sentences, or ideas incorporated into an essay to where an entire essay is copied from an author, or composed by another person, and presented as original work.
- Students must ensure that when they seek assistance from a tutor or anyone else that the work they submit is actually their own.
- Where collaborative work is permitted by the instructor, students must ensure that they comply with the instructor's requirements for such collaboration.
- Students are responsible for ensuring that any work submitted does not constitute plagiarism.

In “Cheating to Win,” an article published in University Affairs in 2000, Anne Mullens defines academic dishonesty somewhat more broadly as

anything that gives a student an unearned advantage over another. It includes any of the following: purchasing an essay; plagiarizing paragraphs or whole texts; impersonating another to take a test; sneaking a peek at another student’s answers; smuggling crib notes into a test; padding a bibliography; fudging laboratory results; [or] collaborating on an assignment when the professor asks for individual work. (23)

While plagiarism is a well-recognized academic offence, a range of motivations and misperceptions can lead students to academic misconduct: some students intend to deceive,
while others have careless research, writing, or documentation practices. Your reaction to plagiarism will differ depending on circumstances: every case must be assessed individually.

- **Detecting and Responding to Suspected Plagiarism**

Plagiarized papers often have distinctive features: a dramatic improvement in a student’s writing style—either from one section of an essay to another, or from a student’s in-class work to his/her take-home work; unusually polished turns of phrase (especially ones that don’t match the surrounding sentences); inexplicable changes in font, paragraphing, or citation style (Chicago to MLA style, for example); essay content that diverges significantly from the question that was asked; quotations from secondary sources that don’t include page numbers or a matching bibliographical reference.

If you suspect a paper is plagiarized, contact your instructor *immediately* for guidance. Instructors and *not* TAs are responsible for all disciplinary measures taken against students. Disciplinary measures for submitting plagiarized work may include (but are not limited to) a failing grade for the assignment; a failing grade for the entire course; a note documenting unethical conduct placed on the student’s permanent transcript; suspension from the university.

- **Avoiding Plagiarism**

Most instructors include a brief description of their policies regarding plagiarism and academic integrity in the course syllabus. Assignments that involve a comparative focus, a close reading requirement, or a distinctive topic related to class work can deter students from plagiarism (notably internet copying); these kinds of assignments also encourage students to engage with class material earlier and to think creatively and independently about the topic. Instructors and TAs can also encourage good research skills by requiring students to complete procedural assignments like essay proposals, annotated bibliographies, or abstracts.

- **Further Resources**

The UBC Learning Commons website has a collection of Academic Integrity Faculty Resources outlining different forms of academic misconduct and the reasons why students may engage in them. The Learning Commons website also has a page on Understanding Academic Integrity information for students. It presents examples of plagiarism and offers strategies on how to develop ethical research practices, and also has a short style guide that explains the different documentation styles used in the Arts disciplines (MLA, APA, Chicago).

The UBC library also maintains a comprehensive Academic Integrity website with articles on plagiarism prevention and detection, intellectual property, forms of academic misconduct, and strategies for detecting plagiarism and encouraging good research practices.
5. MAINTAINING PROFESSIONALISM

All teaching assistants represent the University of British Columbia and the Department of English to their students and to the wider university community. It is important that all TAs maintain a professional demeanour. The Department abides by all UBC Policies regarding conduct, equity, harassment, and discrimination. But here are a few of the main issues that directly concern TAs:

- **Lateness, Absences, and Leaves**

  In normal terms, always leave plenty of time to get to class from the department or home. If you are delayed, contact the department, your instructor, or the TA Coordinator as soon as possible so that your students can be notified or a substitute instructor can be arranged. If you know you will be away (at a conference, for instance) please tell your instructor at the beginning of term, and arrange a substitute and either provide them with compensation or substitute for them in return. If you are unable to be at meetings with instructors or students, try to alert them as soon as possible so that other arrangements can be made. In online teaching terms, be sure to log on to Zoom, etc. sessions early and leave time to deal with technical issues that may arise.

  The *Collective Agreement* allows for 12 hours of sick leave per term, on the basis of a full TAship (384 hours). Unused sick leave can be carried forward to subsequent terms (to a maximum of 24 hours banked). Please note that these hours include preparatory and grading as well as class time. It is not your responsibility to organize a substitute for sick leave, but you must notify your department that you are sick.

- **Talking To and About Students**

  Teaching is challenging and can often be stressful. Nevertheless, it is important to maintain a professional attitude. In normal teaching terms, when meeting with students keep doors open and sit at a comfortable distance. Stay focused on the material at hand: if a student becomes distressed, be reassuring but don’t try to resolve personal issues. Familiarize yourself with the many resources available on campus and encourage students in distress to consult them. When grading, avoid pejorative or sarcastic remarks. Your comments should reflect on the reading and argument, not the personal intentions or aptitude of the student. If you have concerns

---

**What about the Web?**

The summaries and essays available on websites such as Sparknotes, Pink Monkey, Wikipedia, and AcaDemon are easily plagiarized; it may be worth familiarizing yourself with them, especially for broad essay topics on canonical texts.
about individual students or classes as a whole, resist the urge to vent to your peers: meet with your instructor or the TA Coordinator to discuss the difficulties. Email, Facebook, and other public, online venues should never be used to discuss details of a student’s private life or progress in a course.

• Classroom Diversity

UBC is a diverse community; our students come from a myriad of backgrounds and have widely varying perspectives on life and learning. While all of us embrace this diversity in principle, it can entail challenges in the classroom, such as students’ difficulties with English or differences in disciplinary perspectives, backgrounds, and experiences. TAs are encouraged to embrace the diversity of their classes by cultivating a friendly and open class environment, by enabling free discussion and even dissent, and by making students’ different perspectives part of the class conversation.

• Reprimands and Discipline

Most expressions of dissatisfaction on the part of students or instructors can be dealt with in situ. Should a complaint against a TA lead to a formal reprimand, this must be made in writing, be discussed by the TA and the Head of Department (or designate) with a union steward or representative present, and within 10 days be forwarded to the Union and the VP, Human Resources, where the complaint is logged in the TA’s file. If no further disciplinary action is taken within 2 years, the reprimand will be removed. The processes governing reprimands and discipline are outlined in the TA Collective Agreement, articles 8 and 9.

6. TEACHING AND OTHER RESOURCES

The Department and the University offer a range of resources to help you with your teaching, with your experience as a TA, and as a resource-person for students. The following list of resources is by no means exhaustive, but it should provide you with contacts for most cases.

• TA Coordinator

The TA Coordinator is the faculty member in charge of assigning, scheduling, and supporting all the TAs in the Department of English. The TA Coordinator writes and revises the TA handbook, organizes TA orientation and the pedagogy workshops, and prepares summaries of TA evaluations. Mainly, however, the job of the TA Coordinator is to act as a resource and support person for the department’s current TAs. If you have any questions or concerns about your classes, problems in your relationships with your instructor or students, anxieties about your teaching, plans to take a leave of absence, or any other issue related to your employment as a TA, the TA Coordinator is your immediate contact person. The TA Coordinator for 2020-2021 is Prof. Jeffrey Severs.
• **TA Mentor(s)**

The TA Mentor is a senior PhD Candidate and experienced TA who assists in the design, scheduling, and presentation of the TA orientation and pedagogy workshops and provides continuing mentoring and support to all TAs. Contact the mentor if you have concerns about your teaching or to make a suggestion for materials in the TA Resource Library. The TA Mentor for 2020-2021 is Craig Stensrud.

• **Training and Professional Development Program**

The 2020-2021 **TA Orientation** is scheduled for **Thursday, September 3, from 10:00 am – 12:30 pm on Zoom.**

This orientation is **mandatory** for all TAs. Faculty and staff, the TA Coordinator, the TA Mentor, and a Union Rep will also be in attendance.

• **2020-2021 Pedagogy Workshop Series**

With support from the VP Academic fund for TA training, the Department of English in term 2 also runs a series of 2-hour workshops entitled “Pedagogy in our Discipline.” It focuses on the needs and expectations of TAs and future teachers in the English classroom. It is strongly recommended for both incoming and continuing graduate students. Each workshop is conducted by seasoned and (often) award-winning teachers from English and other units within UBC. In addition to exploring a range of topics useful to new and continuing TAs, these workshops will model a range of pedagogical formats including lectures, panel discussions, and Q&As. The workshops will be held (on Zoom if teaching online continues) in Term 2 on most Thursdays 12:30-2:30 pm. Students who attend the orientation and a total of 8 additional workshops over the course of their degree will be awarded a Department of English Teaching Assistant Certificate.

7. **EVALUATION OF TEACHING ASSISTANTS**

• **Student Evaluations**

TAs are evaluated by their students in the final weeks of the term via an online service (a routine that will continue during online terms). The online evaluation form asks standard questions relating to the TA’s various tasks (classroom organization, teaching style, feedback, availability) for which the students give the TA a mark from 1-5. The students can also write comments on the TA’s performance in and contribution to the course. Evaluations are anonymous. Once compiled, the evaluations are sent to the Arts Instructional Support office where the scores are tabulated and averaged. TAs can see their scores by logging in with their
CWL to CoursEval or through Canvas. Processing usually takes 4 to 6 weeks after the end of the semester.

- **Instructor, Peer TA, and Video Evaluations**

Instructors are obliged to visit their TAs’ classes at least once during the semester and to prepare short evaluations of the TAs for their files. TAs may also request a visit from a senior or more experienced TA currently in the program who can provide less formal but still valuable advice on teaching. As well, in normal teaching terms the department can arrange videotaping of a class session for any student who requests it.

- **Teaching Assistant Evaluation Summaries**

At a TA’s request, the TA Coordinator will prepare a summary of all teaching evaluations. The purpose of this summary is to give potential employers a sense of your teaching performance without them having to read through hundreds of forms or rely strictly on numbers. The summary gives an overview of the department’s TA program and a general statement of your specific work in it. It then provides a summary of each of your TAships noting your overall score and your best specific scores and quoting some of the best student comments. To request a Teaching Evaluation Summary, ask the First-Year program assistant, who will notify the TA Coordinator. Preparing summaries takes some time. Please make sure to speak to the First-Year program assistant or the TA Coordinator at least 2 weeks prior to the date that you need the summary to give us ample time to prepare it.

- **Teaching Dossiers**

When you near the completion of your program, and if you are thinking about pursuing a career in teaching or in academia, you can ask the TA Coordinator to help you prepare some of the materials for your teaching dossier. A teaching dossier is a record of your accomplishments and activities as a teacher. It includes a statement of teaching philosophy, in which you summarize your approach to teaching and record some of your successes and plans, as well as sample syllabi or other course materials. To these documents, the TA Coordinator can contribute a) a summary of student teaching evaluations (qualitative and quantitative); b) a summary of instructors’ evaluations over the years; c) a list of pedagogy workshops attended during your program; and d) a record of your other involvement in teacher training at UBC. You are not required to submit any or all of these documents, nor are you necessarily required to submit a full teaching dossier for every job for which you apply. Make sure you check the advertisement for full information on what to submit. Give the TA Coordinator ample notice of your intent to include a dossier in your application. It is also useful to provide the TA Coordinator with a ‘Self-Evaluation Form’ to help guide him or her in preparing relevant materials.
8. OTHER TEACHING TRAINING RESOURCES AT UBC

There is a wealth of resources at UBC to support you in your teaching. While this list is not exhaustive and while specific sites should be consulted for what’s available during online teaching terms, it provides a summary of key programs and links to further information. Please (when they are available) consult the pedagogy materials in the Graduate Reading Room for more information.

**Arts ISIT** : Arts ISIT provides resources for TAs on using technology in the classroom and in online teaching. Programs include face-to-face training and consultation on Canvas and other key resources, as well as a range of free workshops on other applications that may be of use to TAs (e.g. DreamWeaver, PowerPoint). In normal teaching terms, for TAs who want to videotape their classes and conduct peer reviews, Arts ISIT will also provide a free-of-charge workshop on videography techniques and camera equipment; interested TAs can contact the TA Coordinator, who will schedule the workshop and provide recording materials. Consult the Arts ISIT website for a full list of the applications they support, as well as the workshops they offer each year.

**Centre For Intercultural Communication** : In normal terms, the Centre offers an Instructional Skills Program for International Teaching Assistants, aimed at assisting international scholars in their transition to Canadian academic settings. Each section features weekly meetings and one full-day Saturday session. Upon completion of the program, participants will receive a Certificate of Participation and a TAG Passport of Participation. Registration is $25, which is refundable upon successful completion.

**CUPE Local 2278, UBC TA Union** : The new collective agreement between CUPE 2278 and UBC was settled in the spring of 2020. Until a copy of the new agreement is available, a two-page summary, and a copy of the full collective agreement that expired in 2019, are available at this link: [https://cupe2278.ca/services/bargaining/quick-guide-and-collective-agreement/](https://cupe2278.ca/services/bargaining/quick-guide-and-collective-agreement/)

The English Graduate Caucus elects a representative to CUPE Local 2278 each year in September; this person can be a valuable resource for TAs.

**CTLT: Centre For Teaching, Learning and Technology** : CTLT offers numerous resources useful to TAs, including a Resource Room (which contains over 1500 books and other materials, as well as handouts and teaching tips), a Handbook (available online as "University Teaching and Learning: An Instructional Resource Guide for Teaching Assistants"), Online Resources, Peer Coaching, and Workshops (e.g. “Instructional Skills,” “Leading Discussion,” “Presentation Skills”). Some charges apply for workshops. Consult CTLT’s website at [http://ctlt.ubc.ca/resources/teaching/teaching-assistants/](http://ctlt.ubc.ca/resources/teaching/teaching-assistants/), or the English Department TA Resource Library for more information on individual services and programs. CTLT is an excellent resource for programs specific to the challenges of online teaching as well.
Centre for Writing and Scholarly Communication: The Writing Centre offers several training opportunities (many now in online form) relevant to TAs. Consult the website to register.

Online Resources: Purdue Online Writing Lab; The Visible Knowledge Project; International Journal for the Scholarship of Teaching and Learning

Pedagogy books: The UBC library holds an excellent range of easily accessed classic and comprehensive introductions to university teaching, including Barbara Gross Davis's Tools for Teaching (Second Edition). Graduate students and faculty can access the ebrary edition.

- Writing Support for Students

Centre for Writing and Scholarly Communication (CWSC), Chapman Learning Commons, Irving K Barber Learning Centre. In normal teaching terms, the Centre offers a free tutoring service consisting of one-on-one appointments, writing communities, workshops, and synchronous online sessions with consultants available during the evening hours. Centre for Writing tutors are trained for a minimum of 12 weeks and are typically better trained and prepared than AMS tutors. See their website regarding online services before suggesting them to students during online teaching.

Academic English Support (AES): This new program provides free, professional language support to students who speak English as a second / additional language.

Learning Commons: This site provides a gateway for first-year students to learning resources at UBC, including workshops, study groups, and online technology tools.

Purdue Online Writing Lab: OWL is a fabulous online writing resource with hundreds of pages on topics from grammar to citation, formatting to essay writing.

- Academic and Personal Counselling for Students

Faculty Advising: Faculty Advising assists students with degree requirements and responsibilities, support resources, academic concessions (such as extensions beyond end-of-term for completion of coursework), and graduation applications. Students can call to schedule an advance appointment or visit the office for a same-day slot. The Advising Offices for the major undergraduate faculties on campus can be found at:

Faculty of Arts (or Arts Academic Advising): Buchanan D111; 604.822.4028; for virtual advising see their website: https://www.arts.ubc.ca/student-support/academic-support/academic-advising/
Faculty of Science: Chemistry / Physics Building A150; 604.822.3820
Faculty of Forestry: Forest Sciences Centre 2609; 604.822.1834
Faculty of Applied Science: Fred Kaiser Building Room 1100; 604.822.6556

**Early Alert**: Early Alert provides forms, resources, and training for identifying concerns about students sooner and in a more coordinated way. This gives students the earliest possible connection to the right resources and support, before difficulties become overwhelming for either the student or TA/instructor. Early Alert protects student privacy "by providing a secure way for concerns to be identified, coordinated and responded to." See the UBC "Early Alert" website at: https://facultystaff.students.ubc.ca/systems-tools/early-alert

**Centre for Accessibility**: 1203 Brock Hall; 604.822.5844
The Centre for Accessibility works with the university community to create a welcoming and accessible environment and to provide support services and accommodations to students with disabilities. Students who require Centre for Accessibility support need to enrol early, particularly those who have not accessed disability resources in the past and therefore need to be assessed. If you have students requiring special accommodations (taped or larger font readings, longer exam times, etc.), encourage them to discuss their needs with the DRC early in the term. For online assistance see https://students.ubc.ca/about-student-services/centre-for-accessibility

**Equity and Inclusion Office**: 2306 Brock Hall; 604.827.1773
Anyone experiencing discrimination or harassment on campus can contact the Equity Office to discuss concerns and get help in a confidential setting. The Equity and Inclusion Office also offers training on human rights and diversity issues.

**Sexual Assault**: UBC recognizes that sexual assault and intimate partner violence are significant issues on the UBC campus and in universities across Canada, and is currently undergoing a review of its sexual assault policy. The Sexual Assault Resources page of the Equity and Inclusion Office website notes that “For members of our community who have experienced sexual assault, the University is committed to providing compassionate, non-judgemental, and respectful support including access to information and support services, and provision of academic or work-related accommodations and safety planning.” For information on resources related to sexual assault for both students and faculty/staff, please see http://equity.ubc.ca/sexual-assault-resources/ and the AMS Sexual Assault Support Centre (amssasc.ca).

**First Nations House Of Learning (FNHL)**: 1985 West Mall; 604.822.8940
FNHL supports Aboriginal/Indigenous students in achieving their academic goals. FNHL is located in the First Nations Longhouse which houses a student/staff lounge, library, childcare centre, computer lab, and counselling services.
• Resources for Students in Crisis

Sometimes students will experience difficulties that you cannot, and perhaps should not, address. UBC has many services to help students in crisis; familiarizing yourself with these services in advance can be useful when such situations arise.

**Early Alert**: Early Alert provides forms, resources, and training for identifying concerns about students sooner and in a more coordinated way. This gives students the earliest possible connection to the right resources and support, before difficulties become overwhelming for either the student or TA/instructor. Early Alert protects student privacy "by providing a secure way for concerns to be identified, coordinated and responded to." See the UBC "Early Alert" website (link on the previous page).

**Counselling Services**: Brock Hall 1040; 604.822.3811
Counselling Services provides a wide range of counselling services for admitted and registered UBC students, as well as consultation and referral services to UBC faculty and staff. Services are provided by psychologists, professional counsellors, pre-doctoral interns, and Master's-level counsellor trainees. Counselling Services can also make appointments for students at Student Health Services. For phone and online resources, see https://students.ubc.ca/health/counselling-services

**Emergency and after-hours contacts**: Vancouver Crisis Line: 1.800.784.2433; Vancouver General Hospital: 604.875.4995; Campus Security: 604.822.2222

**Student Health Services**: UBC Hospital Room M334, Acute Care Unit, 2211 Wesbrook Mall; 604.822.7011
Student Health Services offers same-day appointments with doctors and can provide psychiatric referrals. If a student mentions feeling suicidal or depressed, encourage them to contact Student Health Services, or call and ask to speak to a doctor about an urgent referral.

If a student makes an explicit suicidal reference or threat, you should contact emergency services (911) or Campus Security (604.822.2222) immediately.
# Students in Crisis

As you work with students, you may be confronted with critical incidents. It is important that you contact the resources below for assistance.

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>WEEKDAYS</th>
<th>AFTER HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death</td>
<td>Police 911 and Campus Security 604-822-2222 and VP Students Office 604-822-3955 (after hours via Campus Security)</td>
<td></td>
</tr>
<tr>
<td>Suicide • Imminent threat or attempt</td>
<td>Emergency Services 911 and Campus Security 604-822-2222</td>
<td>Crisis Counselling and Suicide Prevention 24-hour crisis lines • BC-wide: 1-800-SUICIDE (1-800-784-2433) • Greater Vancouver: 604-872-3311 Emergency, Vancouver General Hospital 920 West 10th Avenue, Vancouver 604-875-4995 (24 hours)</td>
</tr>
<tr>
<td>Suicide • Suicidal thoughts</td>
<td>Counselling Services 604-822-3811 or Student Health Service 604-822-7011</td>
<td>Crisis Counselling and Suicide Prevention 24-hour crisis lines • BC-wide: 1-800-SUICIDE (1-800-784-2433) • Greater Vancouver: 604-872-3311</td>
</tr>
<tr>
<td>Acute Emotional Distress</td>
<td>Counselling Services 604-822-3811</td>
<td>Crisis Counselling and Suicide Prevention 24-hour crisis lines • BC-wide: 1-800-SUICIDE (1-800-784-2433) • Greater Vancouver: 604-872-3311</td>
</tr>
<tr>
<td>Medical Emergency (e.g. heart attack, severe bleeding, life threatening injury in a lab)</td>
<td>Emergency Services 911 and Campus Security 604-822-2222</td>
<td></td>
</tr>
<tr>
<td>Illness, injury</td>
<td>Student Health Service 604-822-7011</td>
<td>UBC Urgent Care (UBC Hospital) 604-822-7662 (until 10 pm) Emergency, Vancouver General Hospital 604-875-4995 (24 hours)</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>Counselling Services 604-822-3811 Student Health Service 604-822-7011</td>
<td>Emergency Services 911 Campus Security 604-822-2222 Sexual Assault Service at VGH Emergency If sexual assault has occurred within the past seven days, sexual assault services can be requested at: Vancouver General Hospital Emergency, 920 West 10th Avenue, Vancouver (female patients can arrange for a Women Against Violence Against Women (WAVAW) rape crisis counselor to meet them at the hospital) Women Against Violence Against Women 604-255-6228 24-hour crisis line: 604-255-6344</td>
</tr>
<tr>
<td>Students in need of emergency funding</td>
<td>Student Financial Assistance and Awards 604-822-5111</td>
<td></td>
</tr>
<tr>
<td>Missing Student</td>
<td>Campus Security 604-822-2222</td>
<td></td>
</tr>
<tr>
<td>Extremely disruptive student endangering the safety of themselves and/or others</td>
<td>Police 911 and Campus Security 604-822-2222 and VP Students Office 604-822-3955 (after hours via Campus Security)</td>
<td></td>
</tr>
</tbody>
</table>

The VP Students office coordinates the University’s response to critical incidents involving students, works with faculties and departments to gather information, supports the affected students and surrounding student community, and coordinates communication.

The VP Students office is a resource for instructors and administrators who need help with a student who is in very difficult circumstances and past efforts to resolve their problems have not been successful.

Student Health Service, Counselling Services, Campus Security, the RCMP and other resource groups work with the VP Students office to ensure students receive the support they require.

Please contact the VP Students office at 604-822-3955 if you have any questions regarding a student in crisis.
• FAQs

1) Should I sign students into my discussion section if there is room?
No. If your course is 100-level, tell the student that because first-year English courses frequently have official waitlists, ALL registration for first-year English is managed by the First-Year English Office, and that they should contact Jennie Ramstad, the First-Year assistant. This process prevents pressure on faculty; helps us to try to keep course numbers balanced and workloads as even as possible; and helps to ensure that students who have not met the eligibility requirement do not accidentally get registered. If you have an upper-year course, refer your student to the instructor of the course. Please do not allow students to attend your discussion section if they are not formally registered, as this practice can create problems later in the term if students mistakenly believe that attendance means they were registered (or say they do).

2) What if a student does not attend class?
If you find that a student is consistently not attending class, you may choose to have the student contacted by the First-Year English Office. In particular, you should send the First-Year assistant (Jennie Ramstad) an email about any students who miss the first two discussion group meetings, as we can contact the student to ensure that they are aware they are enrolled before the passing of the add/drop date makes withdrawal more difficult.

If a student skips a substantial number of classes, you should consult your course’s instructor about invoking the department attendance policy (see the Department website for official language). If the attendance policy is going to be enforced, though, it must be printed on the course outline. Whether or not your faculty member chooses to enforce the policy, you can send an email to Jennie with course number, section number, student name, and student number asking that an attendance letter be sent. We then send out an electronic letter that notes the absence, quotes the attendance policy, and reminds the student of potential consequences of missing 40% of the course.

3) What if I have a student who self-identifies as having a disability?
The student should register with the Centre for Accessibility, which will send you a letter outlining the appropriate accommodations for the student. The Centre for Accessibility is known for being very concerned about deadlines, especially around exam paperwork, so you might remind first-year students to keep on top of that.

4) What if I have problems with a student I cannot readily resolve?
That depends on the problem. If you don’t know what to do, always first speak to the faculty member teaching the course. If the situation is urgent, and for some reason you cannot reach your course head, you might also opt to contact the TA Coordinator (Jeffrey Severs). We have dealt with nearly everything at least once. If you feel threatened in any way, use the appropriate UBC resources, including campus security (2-2222).
If you feel the student is in danger, or is a danger to him/herself, contact Counselling Services for advice (contact information is above), or send the student there. We receive a very good handout each year about resources for students in crisis, so consider keeping it around. There is also a short form of that list attached to this document.

If the student is having academic problems, you might wish to send them to your supervising faculty member, or to refer the student to his or her Faculty Advising Office, which can provide excellent advice, and can also offer remedies like a Standing Deferred if necessary.

5) What if I have a case of plagiarism or academic dishonesty?
See your instructor for advice, as different instructors have different preferences on this issue. Typically the penalty will vary depending on the severity of the offence (e.g., one sentence vs whole essays; active copying/cheating vs glancing over in an exam). Any substantive academic dishonesty will typically result in a 0 on the assignment; repeated or egregious transgressions might lead your instructor to report the case to the Associate Head Undergraduate for further investigation. If you apply a penalty for dishonesty, be sure to keep a copy of the paper, in case the student appeals at a later date. Also, please write a short note about the penalty in your blue mark book and give a copy of the problem paper to your instructor.
9. SAMPLE COURSE OUTLINES

ENGLISH 110 sec. 1 9-9:50 MWF in SWING 221

**Instructor:** Dr. Mary Chapman

**E-mail address:** mary.chapman@ubc.ca

**Website:**
http://faculty.arts.ubc.ca/~mchapman/

**Office location:** Buch Tower 510

**Office phone:** 822-5120

**Office hours:** MWF 2-3 or drop by! I work in my office most days 9-5 and am happy to arrange a time via email.

**Course Description:**

This course is intended to introduce first-year students to the aims and techniques of university-level literary studies by exposing them to literature written in a range of genres—poetry, drama, narrative—in a range of social and historical contexts.

This particular section of ENGL 110 is organized around the theme of “Texts as/and Technologies”. Inspired by literary scholar Richard Menke’s idea of literature as an “information system”, this course will examine the cross-pollination between imaginative writing and media innovation, in particular the interplay between “Literature” and other forms of social media. It will investigate the ways in which both the form and content of literary works from the 1850s onward have been inspired and impacted by the potential of emerging technologies of transmission and transcription (from the telegraph, telephone, and typewriter, to email, Facebook, and Twitter).

Students will be expected to write two in-class essays and one research essay that asserts an argument within the context of a summary of a broader conversation about the work or works in question. Some lectures and discussion-group meetings will be devoted to developing strategies for essay writing.

Texts will include the following, available at the campus bookstore:

Bram Stoker’s *Dracula* (1897) Broadview 13-978-1-55111-136-0


Elizabeth Jordan’s *Sturdy Oak*

Nella Larsen’s *Passing* (1929) Modern Library 978-0-375-75813-3


*Votes for Women* (1907) by Elizabeth Robins is available at
http://webapp1.dlib.indiana.edu/wwwp/view?docld=VAB7192
The following materials are available online at UBC CONNECT under READINGS:

“A Telephone Call” by Dorothy Parker

“Switchboard Suffrage” by Oreola Haskell (1920)

“The Typewriter” by Edith Eaton

Assignments:

Participation 10% (on basis of attendance at lectures and discussion sections, contribution to class discussion, participation in source discussion, generosity with sources, think-aloud essay response etc.) Attendance and Participation in Lectures and Discussion Groups are mandatory. Absences will be noted and excessive absences (i.e. more than two or three) will result in penalty to the final grade. In extreme cases, students may be excluded from the final examination. Consult the English Department policy on attendance. http://www.english.ubc.ca/attendance.htm

NOTE: Your discussion group DOES meet in the first week, unlike science labs.

In-class essay on Passing 10%

In-class essay on In the Cage 10%

300-word Research Essay Proposal and Annotated Bibliography, plus 10%

8-page typed research essay on Dracula in MLA format 30% (failure to bring a draft to the peer-editing exchange will result in an automatic 10% penalty off the final essay grade)

Final exam on all material covered in the course 30%

Wait List: If you are not yet enrolled in any section of ENGL 110, sign the on-line waitlist for the course and continue to attend classes. Do not contact the instructor, who does NOT control waitlists.

Absences: UBC accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all-day or fixed-time activities is available at http://students.ubc.ca/publications/multifaith/. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students planning to be absent for varsity athletics, family obligations, etc. cannot assume they will be accommodated, and should discuss their commitments with the instructor.

Assignment Submission: Students unable to attend class because of illness can make arrangements with their TA to write a missed in-class assignment at an alternate time. Late papers will be penalized 3% per day unless the TA has agreed in advance to accept a late paper. Research proposals
submitted too late to be considered in the workshop will receive a grade of zero.

Students should retain copies of all submitted assignments and all marked assignments in case they wish to request a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

**Access and Diversity Services:** UBC accommodates students with disabilities registered with Access and Diversity [http://www.students.ubc.ca/access/contact/](http://www.students.ubc.ca/access/contact/). Let your TA know if there is we can do anything to make the course more accessible to you.

**Down Allergy:** The instructor is highly allergic to down (feathers) and rabbit fur. Please do not wear down to her office OR to your discussion section on the days she is visiting. Thanks.

**Email addresses:** Throughout the term the instructor and/or your TA may send announcements to the class about cancelled classes, extensions, reminders, etc. Please make sure that your academic record includes an active email account. Otherwise you will be responsible for whatever messages you miss.

**Academic Dishonesty:** A paper that does not give complete and accurate credit for directly quoted material or for ideas and arguments that the student has summarized from another source must receive a grade of zero. A paper edited or revised by a so-called “tutoring service” will also receive a grade of zero for it does not constitute a student’s own work.

**For more info, see:** UBC Faculty of Arts: [http://www.arts.ubc.ca/Plagiarism_Avoided.373.0.html](http://www.arts.ubc.ca/Plagiarism_Avoided.373.0.html)

Criteria for Evaluating Internet Resources: [http://www.library.ubc.ca/home/evaluating/](http://www.library.ubc.ca/home/evaluating/)

Policy #69 Student Discipline: [http://www.policy.ubc.ca/policy69.htm](http://www.policy.ubc.ca/policy69.htm)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ GENRE</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Sept 9</td>
<td>Introduction to Genres</td>
<td><a href="http://allrecipes.fr/recette/6796/vichyssoise---poireaux-et-pommes-de-terre.aspx?o_In=RD_MC_Photo%3a+2_SimilarRecipes&amp;o_is=RD_More+Choices">http://allrecipes.fr/recette/6796/vichyssoise---poireaux-et-pommes-de-terre.aspx?o_In=RD_MC_Photo%3a+2_SimilarRecipes&amp;o_is=RD_More+Choices</a></td>
<td>Keep a log of your use of communication technologies (mobile and landline telephone, email, twitter, websites, newspapers, books, etc.) for one twenty-four hour period and bring it to your discussion group on Friday Sept 11.</td>
</tr>
</tbody>
</table>

30 © Dr. Mary Chapman. Not to be copied, used, or revised without written permission from the copyright owner.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Sept 11</td>
<td>Genres and Social Media:</td>
<td>Colin Nissan, “The Ultimate Guide to Writing Better than You Normally Do” <a href="http://www.mcsweeneys.net/articles/the-ultimate-guide-to-writing-better-than-you-normally-do">http://www.mcsweeneys.net/articles/the-ultimate-guide-to-writing-better-than-you-normally-do</a></td>
<td>Bring your log to class. Discuss the role of communication technologies and media forms in our lives. How have new media changed our behaviours? How do media differ in form, content? How does a medium affect the content? Discuss academic essay writing as a medium: What are the formal characteristics of the undergraduate academic (literary critical) essay? What is the content?</td>
</tr>
<tr>
<td>Mon Sept 14</td>
<td>Typewriter Switchboard Telephone</td>
<td>Edith Eaton, “The Typewriter” (1891) (all on CONNECT) Haskell, “Switchboard Suffrage” (1920) Dorothy Parker, “A Telephone Call” (1930)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity/Genre</td>
<td>Poem/Text</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Fri Sept 18</td>
<td>Discussion</td>
<td>William Stafford, “To the Friend who Never Came” (on CONNECT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sylvia Plath, “Daddy”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=6hHjctqSBwM&amp;feature=related">http://www.youtube.com/watch?v=6hHjctqSBwM&amp;feature=related</a></td>
<td></td>
</tr>
<tr>
<td>Mon Sept 21</td>
<td>Fridge note as genre</td>
<td>William Carlos Williams, “this is just to say”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oration as genre</td>
<td>Edna St. Vincent Millay, “I, being born woman”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. e. cummings, “Next to of course god america !”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.english.illinois.edu/maps/poets/a_f/cummings/nexttoofcourse.htm">http://www.english.illinois.edu/maps/poets/a_f/cummings/nexttoofcourse.htm</a></td>
<td></td>
</tr>
<tr>
<td>Wed Sept 23</td>
<td>Letter as genre</td>
<td>Nella Larsen, PASSING (read Book One)</td>
<td></td>
</tr>
<tr>
<td>Fri Sept 25</td>
<td></td>
<td>PASSING (Read Book Two)</td>
<td></td>
</tr>
<tr>
<td>Mon Sept 28</td>
<td></td>
<td>PASSING</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Wed Sept 30</td>
<td><strong>PASSING</strong> (Read Book Three)</td>
<td>Read also “Notes on writing ENGL essays”</td>
<td></td>
</tr>
<tr>
<td>Fri Oct 2</td>
<td>In-class writing on <em>Passing</em> worth 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Oct 5</td>
<td>Telegram as genre</td>
<td>Henry James, <em>IN THE CAGE</em> “Vocabulary to watch for in In The Cage”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Videos about telegram-sending</td>
<td></td>
</tr>
<tr>
<td>Wed Oct 7</td>
<td><em>IN THE CAGE</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri Oct 9</td>
<td><em>IN THE CAGE</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed Oct 14</td>
<td><em>IN THE CAGE</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri Oct 16</td>
<td>In-class writing on <em>In the Cage</em> worth 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Oct 19</td>
<td>Letters, Stenography, Typewriting, Shorthand, Diaries</td>
<td><em>DRACULA</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELECTION DAY. Please “have your say” at a poll; take photo ID and address ID or a driver’s license.</td>
<td></td>
</tr>
<tr>
<td>Wed Oct 21</td>
<td><em>DRACULA</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri Oct 23</td>
<td><em>DRACULA</em></td>
<td>I will visit Pavlina’s section</td>
<td></td>
</tr>
<tr>
<td>Mon Oct 26</td>
<td><em>DRACULA</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed Oct 28</td>
<td><em>DRACULA</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri Oct 30</td>
<td><em>DRACULA</em></td>
<td>Consult MLA bibliography database <a href="http://resources.library.ubc.ca/page.php?id=21">http://resources.library.ubc.ca/page.php?id=21</a> and write down 2 or 3 overarching approaches to Dracula based on the titles of articles; come to your discussion group prepared to discuss the kinds of scholarly work being done on the novel.</td>
<td></td>
</tr>
<tr>
<td>Mon Nov 2</td>
<td><em>DRACULA</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed Nov 4</td>
<td>ESSAY HELPFUL HINTS FROM TAS</td>
<td>TA Guest Lectures on 1) Introductory paragraph; 2) citing scholars; 3) summary; 4) MLA format for “Works Cited”; 5)</td>
<td></td>
</tr>
</tbody>
</table>
“think-aloud” protocols for peer-editing.

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Assignment/Announcement</th>
</tr>
</thead>
</table>
| Fri Nov 6  | Letters, Speeches, Telegrams, Votes as genres | Elizabeth Robins, *VOTES FOR WOMEN*  
(Please read Act one) [http://webapp1.dlib.indiana.edu/vwwp/view?docId=VAB7192](http://webapp1.dlib.indiana.edu/vwwp/view?docId=VAB7192) |
| Mon Nov 9  | TA guest lectures *VOTES FOR WOMEN* (please read Act TWO) | 300-word Essay proposal and annotated bibliography due (10%) |
| Fri Nov 13 | *VOTES FOR WOMEN* | (Adrian Lou will be away) |
| Mon Nov 16 | *VOTES FOR WOMEN* (Act THREE) | |
| Wed Nov 18 | *Sturdy Oak* | TA Guest lectures |
| Fri Nov 20 |  | Essay Drafts Due in class. Peer exchange. |
| Mon Nov 23 | *Sturdy Oak* |  |
| Wed Nov 25 | *Sturdy Oak* | Dracula essay due. |
| Fri Nov 27 | Podcast as genre | “Orison” from David Mitchell’s *CLOUD ATLAS*. Read pp. 185-236 for today. |
| Mon Nov 30 |  | Please read 313-349 for today. “Orison” from *CLOUD ATLAS* |
| Wed Dec 2  |  | “Orison” from *CLOUD ATLAS* |
| Fri Dec 4  |  | Exam review. Marked essays will be returned via email before the exam. |
| ?          |  | Final exam (30%). |
The course: Through the study of selected examples of poetry, fiction, and drama, this course will introduce students to the fundamentals of the university-level literary study, and furnish them with the skills to think and write critically about literature. In lectures and discussions, students will be taught the basic concepts of genre and form in literature, and methods of literary analysis, to enable them to continue in more specialized English courses at the second year level or beyond.

Prerequisites: Successful completion of the LPI (Language Proficiency Index) with a minimum score of 5 on the essay section of the test. Students with a final grade of 75% in BC English 12 (or equivalent) are exempt from the LPI requirement.

Format of the Course
This course consists of one large-group lectures (Tues) and one small-group tutorial seminar meeting (Thurs) each week. In Thursday tutorials, participation is absolutely essential and (in accordance with the Department of English Attendance Policy) attendance is mandatory, but I look forward to hearing your thoughts and opinions in the lecture class too, so get brave and speak your piece!

The Thursday tutorials will be guided by your TA seminar leaders. In these sessions we will do several different things:

- Hands-on skills instruction, especially on university-level literary analysis and essay writing, and using the online Adaptive Comparative Judgment Tool
- preparation for assignments (including review sessions)
- further discussions of texts, analysis and issues raised in lecture
- group discussions, student-led workshops, and/or presentations

Texts:
Required:
Yann Martel, The Life of Pi
William Shakespeare, The Tempest (Bedford St Martins, ed. Gerald Graff and James Phelan)
H.G. Wells, The Island of Dr. Moreau (Broadview)
CSPI Course Package (poems and required reference materials) available ONLY at the UBC Staples store, in the university village (near McDonald’s). Required.

© Dr. Tiffany Potter. Not to be copied, used, or revised without written permission from the copyright owner.
Assignments:

In-class essay 1 15% October 1
In-class essay 2 15% November 3

Term Paper (1800 words—6-7 pages) 30% November 24 by 11:10 am

Final exam 30% December exam period

ACJ Assignment 5% assessed throughout term
Class contribution and tutorial assignments 5% assessed throughout term

In-class Essays: You will write two in-class essays. You will have 50 minutes in which to write your essay, so be sure you come on time and prepared to write. The essay topics will invite you to show off your understanding of concepts we have been studying. Please write LEGIBLY, in ink, double-spaced. There is no minimum length for your in-class essays; your teaching team values the qualities listed below, whether it takes four or ten pages to achieve them.

* Essays will be assessed upon a variety of criteria, including ideas and argument, quality of evidence and use of the literary text, organization, structure, and the degree to which the assignment meets the formal requirements of academic writing in a university environment. Yes, grammar counts!

Term Paper: Your term paper should be typed, double-spaced, with page numbers, a title, your name, the date, and the course name and number. Staple your pages together. Use standard 12-point fonts and one-inch margins. **YOU MUST HAND AT LEAST ONE MARKED-UP WORKING DRAFT.** Essays submitted without at least one earlier draft will receive a penalty of 10%, so remember to print hard copies of your work at different phases. There will be an essay workshopping session in class before the due date to help make sure the product is the best it can be. The paper is due in class by 11:10am. **Papers not submitted in class by that time will be considered late, unless an extension has been granted.**

*Research is only required for the term paper for this class. Any references you make to external sources, and any references to our primary texts MUST be documented in MLA format, as per the last two pages of this outline.

*All assignments will be given letter grades on the usual range: A+, A, A-, B+, B, B-, C+, C, C-, D, F
*Your seminar-group leader will mark your work, in consultation with the rest of your teaching team. You will be able to workshop and revise your term paper before you submit it, with help from the teaching team and your peers, and we encourage you to come to us while you are writing a paper to get advice and assistance. Your teaching team will do everything possible to return your essays to you within a week (or two at the outside), but please do know that such amazingly high-speed marking is rare at UBC and may not be possible every single time.

*Should you be unable to attend class or complete an assignment due to a religious observance, please notify your TA at least two weeks in advance so that we can make alternate arrangements.

*We share marking standards and practices, so once a paper has been returned to you we will not reconsider an individual paper mark, but you can of course (and should!) always seek additional feedback and insight from your TA in his or her office hours if you have any questions or concerns at all. You are also welcome to seek feedback from Dr. Potter in her office hours. Should you strongly disagree with your final grade, there is always the option of formal appeal (Review of Assigned Standing) after the end of term.

*Late penalties will be assessed at one letter grade per day, including weekends (so A becomes A-, then B+ and so on). Reasonable extensions on the term paper may be granted at the discretion of your TA, but you must make the request at least 24 hours before the assignment is due. To request a medical extension you must provide official medical documentation in its original form (not a copy).

*Please review university and departmental policies about plagiarism and cheating so that we can avoid all of the unpleasantness they inevitably entail. See the University Calendar for UBC’s policies and penalties, up to and including expulsion. In particular, please remember to document all sources, whether you are quoting, paraphrasing or borrowing an idea, a citation is required; to ensure that all work is fully original and your own; and to note that you may not recycle even your own work from other university courses, from student publications, or from way back in high school. Similarly, while it’s great to talk through your work with others, only you should edit your paper (other than in designated workshopping groups); having friends or family edit or alter your work is the same as paying someone to do it, as knowledge that is not your own is being submitted under your name. All of these things constitute academic dishonesty. For in-class essays and the exam, no notes or electronic devices of any kind may be used; having a device on your person will constitute academic dishonesty, so please ensure that all phones, ipod touch, iwatch, google glass, and other electronic devices are in turned off and zipped into your bag out of arm’s reach.

© Dr. Tiffany Potter. Not to be copied, used, or revised without written permission from the copyright owner.
*ACJ is Adaptive Comparative Judgement—an online learning tool that will support your learning by having you evaluate and compare the answers given by your peers to assigned questions. You will be assigned two ACJ exercises over the term, with full explanation then.

*Class participation will be assessed through contribution to large-group discussion, contribution the collaborative learning environment of your tutorial, and performance on occasional (insanely easy) in-class quizzes designed to reward students who do the reading and come prepared to contribute.

*Attendance at your Thursday discussion group is required. Attendance will be checked at every meeting; it is especially important in the workshopping class, and students who miss that class will automatically lose 3 of the 5 points possible for class contribution. Department of English attendance policy states that students who miss 5 tutorial meetings, regardless of whether their absences are avoidable or avoidable, will be considered unable to meet the "learning outcomes" of the course and will be excluded from the final examination. In the Tuesday large group lectures, whether you attend class is a decision that you must make for yourself; if you cannot be at the lectures in mind, please do not attend in body, as you will detract from the learning environment of other students.

* Please note that laptop computers are not permitted in our class unless you have made arrangements with me personally. Ditto cell phones and texting: we all love them, but you may not use them at all during class, so please don’t have one on your desk; if your TA or I have to interrupt the class to ask you to put your phone away, you will receive a 0/5 for class contribution. Yes, you know why. 😊

Course Planner

Week 1  (Thursday tutorial only—Tuesday class cancelled for Imagine Day)
Introductions, and Introduction to DRAMA
READ: The Tempest

Week 2  The Tempest
READ: “Why Study Critical Controversies about The Tempest” (Tempest p. 91-108)
Course package section “Reading Plays”

Week 3  The Tempest
READ: Montaigne, excerpt from “Of the Cannibals” (120-121)
Excerpts from Brown, “‘This Thing of Darkness Mine...’” (pages 268-72; then p 280 starting with “To summarize” to the top of 285; and then the last paragraph)

Recommended reading: Course Package “Reading and Writing about Literature—Elements of the Essay”

Week 4  
The Tempest
READ: Willis, “Shakespeare’s Tempest and the Discourse of Colonialism” (pages 321-333)

October 1:  In-class Essay #1 on The Tempest

Week 5  
Reading POETRY: language and imagery
READ: “Introduction to Poetry” (course package)
  John Milton, excerpt from Paradise Lost
  Marge Piercy, “Barbie Doll”
  Elizabeth Barrett Browning, “A Musical Instrument”

Week 6  
Poetry: Language, Imagery, and Meter
READ: Alexander Pope, “An Essay on Criticism” (part II, lines 337-383)
  DH Lawrence, “Piano”
  Adrienne Rich. “Aunt Jennifer’s Tigers”

Week 7  
Poetry: form (plus more on language and imagery)
READ: Edmund Spenser, from Amoretti, sonnets LXXIX and LXXXI
  William Shakespeare, Sonnets 18, 55, 130
  Gerard Manley Hopkins, “Carrion Comfort”
    “Pied Beauty”
  William Carlos Williams, “The Dance”
  Elizabeth Bishop, “The Fish”
  Philip Larkin, “Church Going”
ACJ Assignment week

Week 8  Poetry: Allusion and intertextuality (and language and imagery and form)
READ: Anne Sexton, “Cinderella”
       Margaret Atwood, “Siren Song”
       Derek Walcott, “Menelaus”

TUESDAY November 3: In-class Essay #2—sight poem
(first 60 minutes; then Moreau)

Week 9  Introduction to FICTION
READ: The Island of Dr Moreau
       Broadview “Introduction” (Harris)

Week 10 Island of Dr Moreau: Writing on Fiction

Recommended reading: Glendening, “‘Green Confusion’: Evolution and
Entanglement in HG Wells’ The Island of Doctor Moreau” (course pkg)

Week 11 Island of Dr Moreau and Life of Pi

November 19: Term Paper Workshopping

Week 12 Life of Pi

Recommended reading: Dwyer, “Yann Martel’s Life of Pi and the Evolution of the
Shipwreck Narrative.”

November 24  TERM PAPER DUE in class no later than 11:10am
Final Exam as scheduled in the UBC December Exam Period

UBC regulations require that you be available to write an exam at any time during the exam period, so please do not make travel plans until after the final exam schedule is announced.

Exam period runs to December 22 this year(!) so please be careful!

Per the UBC Calendar, requests to reschedule exams cannot be accommodated unless you have received a formal Standing Deferred from your Faculty Advising Office, normally granted only in situations of serious illness or serious duress.

Annotation: the Modern Language Association (MLA) method

(used in English and thus in this class, but watch for APA in social sciences, Cambridge and Chicago in other humanities disciplines, and other methods in the pure sciences. If you don’t know what to use, ask your professor)

MLA combines brief parenthetical in-text citations with a Works Cited page at the end of the essay that gives the full bibliographical information for each book, article, study or source referred to in your essay.

In-text citations:
When you quote from, refer to, or use information from a source, you must cite the source in your text. The citation includes the last name of the author and the page number, but no commas or other punctuation. If you have two sources by the same author, select a key word from the title and use that in the citation every time you refer to that source, using “quotation marks” if the word is from an article title, and *italics* if the word is from a book title.
When citing poems, cite by line number; when quoting plays, Act Scene Line (1.2 3-5).

Various scholars have argued that “twinkies are tasty” (Wong 27). I, however, will argue that...
Two articles by Wong:

Peter Wong and others have argued that “twinkies are tasty” (“Twinkie” 27).

If you have only used one source by a given author and you have used the author’s name in the frame for the quotation, just give page numbers in your parenthetical note:

Wong argues that “twinkies are tasty” (27). I, however, will argue that...

*In the text of your essay use the author’s first and last name the first time you mention him or her, then last name only thereafter. In parenthetical notes, use last name only.

Wong quotes another source, Smith, within the body of his essay, and you want to quote Smith:

As David Smith notes, “Twinkies bad” (cited in Wong 29).

Punctuation marks for your sentence come after the parenthetical note when references are made in the middle of a paragraph (as above), BUT the punctuation comes BEFORE the parenthetical note in one case: when you have used a block quote (a long quotation of five lines or more that is set off from the text with a 5-space indentation from the left margin).

The chemical taste of the twinkie filling is really only the start of its gustatory challenges. As ten year old Chris told marketers,

  the cake is supposed to be kind of orangy-flavoured, but really it’s more just funny. It has too many holes, but it’s not fluffy either, so it just kind of sticks to my tongue. It’s like peanut butter, but not the good way. Also, sometimes the white stuff leaks out, and then you just get the yellow part, which is totally gross. (Parker 15)

Such comments are irrefutable. So...

Block quotations can be set up with either a phrase ending with a comma (as above, when you are quoting direct speech), or with a complete sentence ending with a colon (where the quotation will be an example or explanation of the concept you are discussing in the paragraph). Do not use quotation marks when quotations are blocked.
The works cited page allows your reader to discover your source quickly and clearly. Entries are alphabetized by the author’s last name, and contain all the information the reader might need to look up the same source. Because the necessary information is different depending on the genre of the source, there are different forms for different types of sources. These are the basics; if you use a type of source not included here, please see me and I will show you how to cite it.

Note that lines after the first line of the entry are to be indented by five spaces.
For FORM below: for hard copies, use Print. For electronic sources, indicate Web, source, and date accessed (see Article below for example)

**(Information is in bold here for layout clarity ONLY; you do not need to use bold type in any citation)**

Book by one author:

**Author’s last name, first name. Book Title. City of publication: Name of publisher, year published.**

Form.


Book by two authors:

**Last, first and first last. Book title. City: Publisher, year. Form.**


Article:

**Last, First. “Article Title.” Journal Title volume number (year): pages of article. Form.**

Form.[database and date accessed if online]


Chapter in book containing essays by different people:

**Chapter Author Last, First. “Chapter Title.” Book Title. Ed. Editor’s First Last. Place of publication: publisher, year. pages. Form.**


Essay, play, or story in an anthology:

**Essay Author Last, First. “Essay/Story Title.” Anthology Title. Ed. Editor’s First Last. Place of publication: publisher, year. pages. Form.**


© Dr. Tiffany Potter. Not to be copied, used, or revised without written permission from the copyright owner.

Article in a weekly magazine:
Last, First. “Article Title.” Magazine Title date published: pages. Form.
28 February 2011.

Article in a newspaper:
Last, First. “Article Title.” Newspaper Title date published: section and page. Form.

Internet-only Source:
Smith, Peter. The History of Twinkies. Online. 12 August 2014. Available:
www.twinkiezine/utoronto.ca. (if there is no identifiable site author, alphabetize by site title)
ENGLISH 111 2015 SECTION 002: APPROACHES TO NON-FICTION PROSE

In/Human Natures

Class Times: MWF 1 pm

Lecture Location: Hennings 202

Instructor: Dr. Alexander Dick

E-mail address: Alex.Dick@ubc.ca

Website: http://blogs.ubc.ca/alexdick/

Discussion Groups, TAs, Location

L05 Jacob McLellan
L06 Michelle O’Brien
L07 Catherine Lee
L08 Megan Waldram
L09 Vic Cowan

Course Description

ENGL 111 is designed to enable students to extend their critical and analytical skills and to develop an awareness of the rhetorical principles that inform discourse, broadly conceived. Through exposure to a variety of prose texts, students can develop a critical awareness of the relationship between style and meaning.

The topic for this section of ENGL 111 is “In/Human Natures.” In Botany of Desire, Michael Pollan asks “who is domesticating whom?” Pollan is thinking specifically of our relationship with plants, but the question also applies to the ways human beings interact with everything that we think of as “non-human.” Are we really in charge? Or are there powers (geological, astronomical, biological, botanical) greater than us? Through the course we will read a number of books that address this question from a variety of scientific, journalistic, and autobiographical perspectives.
Course Goals

• to understand the genres writers use to conceive human-non-human encounters, including the travelogue, memoir, and various versions of the essay
• to appreciate the different rhetorical styles and modes the writers employ to make sense of our relationship to the non-human world.
• to understand how contemporary nature writers apply theories of evolution, matter, gender, race, and empire to think about our (that is, human) relationships to plants, animals, places, things, and technologies.
• to ask what, in an era in which technology governs our relationship to each other and the world, it means to write about this thing called “nature” or if it even exists.

Learning Outcomes

By the end of the course students will (1): understand how the style and genres of non-fiction prose influence the formation of ideas; (2) appreciate the complexities of the relationship between human perception and non-human existence; (3) have learned to reformulate their understanding of these complexities into their own writing practice; (4) have facility with writing techniques of summary, close reading, and comparison.

Robyn Davidson, Tracks (Bloomsbury, 1980)
Kathleen Jamie, Findings (Sort Of Books, 2005)
Jamaica Kincaid, A Small Place (Farrar, Strauss, Giroux, 2000)
Jon Krakauer, Into the Wild (Anchor, 1996)

Classroom Expectations and Policies

Attendance and Participation: UBC and the Department of English have quite strict guidelines about attendance in class. Attendance is mandatory and encouraged. If you miss more than 40% of total class hours (including discussion groups), you may be precluded from sitting the final exam. Although attendance is important and your participation grade for the course depends in part on it, participation does not equal attendance. You are encouraged to
participate as much as possible by asking questions, responding to comments by other students, and by being polite and cordial to your colleagues and instructor. Unwillingness to engage in class conversations may result in a reduction of your grade; if you feel unable to participate for reasons of anxiety or shyness, you may be asked to contribute in other ways (extra writing, online discussion, meetings with instructor). Sleeping in class and other disruptive and distracting behaviors are strongly discouraged.

**Reading:** Much of your work for this course consists of reading poetry. It is essential that you are prepared before coming to every class – including both the lectures and the discussion groups – by completing the assigned reading. We will not necessarily cover all of the assigned reading in every lecture; you are nevertheless encouraged to read all of the reading and, if appropriate, to bring it up during discussion. Try to read with care and precision. Read out loud. Take notes. Pay attention to form, sound, and image.

**Laptops and other Electronic Aids:** Laptops are permitted in lecture but may be used only for taking notes. All other electronic devices must be turned off and stowed away before class begins. The persistent use of technology for non-course related activities will result in a course-wide ban on all electronics in class – including laptops. No photographic or recording devices may be used during lectures. PowerPoint slides created and used by the instructors will not be posted on UBC Connect or any other service. Their purpose is to facilitate focus and discussion in class; they are NOT a substitute for attendance or notes. You will not get the full benefit of lectures or discussion if you rely exclusively on slides or other electronic supplements.

**Disability and Counseling Services:** The University accommodates students with disabilities who have registered with the Disability Resource Centre and students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of holidays involving fasting, abstention from study, or participation in activities is available online. Students who plan to be absent for varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated, though any formal arrangements made via university and faculty officials will be respected.
Classroom Expectations and Policies (Lectures and Discussion Groups)

Here are a few things that I (and other professors) recommend students try to do and that we really like to see happen in our classes:

1. **Make the most of the class**: Most students take courses because they are interested in and excited by the topic or texts. Others take courses to fulfill requirements and others to fill gaps in schedules. Regardless of why you take any class, you might as well engage with the material as actively as you do in your other classes. You may discover ideas and things that you haven’t before and that prove to be very relevant to you.

2. **Bring an open mind**: this class will present you with new and challenging ideas or with views and opinions (not necessarily the instructors’) that you find disagreeable or frustrating. This is fine; indeed, we expect and encourage it. But closing yourself off from the topics or perspectives offered in class can stop you from getting the most out of it. Opening your mind can help you nuance your own views in positive ways.

3. **Rethink familiar ideas**: some of the topics we discuss in this class may appear familiar at first, but it is unlikely that you will have had the opportunity to think about them in the ways we will be doing in the class or to use the analytical skills and apparatuses that you’ll be using and applying to those topics.

4. **Ask questions**: if the instructor says something that you don’t understand or that you can’t quite make sense of, ask to hear it again. If you want further explanation about something, ask for more details. These might be really important opportunity for tricky issues to be discussed by the whole class and thus become giant leaps forward in the learning process.

5. **Answer questions**: if you are asked to respond to something, make a stab at it. You might feel intimidated at first (that’s completely normal) and like you want to say “I’m probably totally wrong about this...” But sometimes the simplest or zaniest reactions are the most interesting and rewarding.

6. **Hydrate**: Just as your body needs liquids when you are at the gym, your brain needs hydration in order for you to concentrate in class. So stay hydrated. Water is best; coffee may be better. It’s a long day and the rooms get stuffy. Snacks or meals get messy and distracting, but liquids are important.

7. **Make eye contact**: this is really important. Making eye contact with the instructor (or whoever else is talking) will ensure that you stay focused on the discussion. If you’re looking at something else (a screen for instance) you may still hear a voice, but you won’t really be listening. We hear with our eyes as much as with our ears.

8. **Listen**: While eye contact is crucial, your ears still have work to do! You may feel like the most important information in the class is up on the board or on a screen. It isn’t. Slides are just guides for the conversation, keeping the instructor on track and the class moving ahead (otherwise it is easy to get bogged down). Sometimes, it’s helpful to put your pen down or close your laptop and just listen.

9. **Make appointments**: if you are struggling with an idea, or an assignment, or the whole
class, let’s talk about it. If you let the problems fester, we might run out of time to address them. Email your TA explaining briefly the issue you want to discuss and suggesting a time when you are available to meet. Your TA may recommend also meeting with the instructor. Office hours are good opportunities to meet, but there may be other times or venues that are more convenient.

10. **Be polite**: Common social courtesies apply in university classrooms and in related communication. Address your fellow students, TAs, and instructors appropriately.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Readings and Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9</td>
<td>Course Introduction and Overview</td>
</tr>
<tr>
<td>September 11</td>
<td><strong>Discussion Group</strong>: Introduction</td>
</tr>
<tr>
<td>September 14</td>
<td>Reading Essays; Pollan, “Introduction: The Human Bumble Bee”</td>
</tr>
<tr>
<td>September 16</td>
<td>Pollan, “Sweetness – the Apple”</td>
</tr>
<tr>
<td>September 18</td>
<td><strong>Discussion Group</strong>: intro to summaries</td>
</tr>
<tr>
<td>September 21</td>
<td>Pollan, “Beauty – the Tulip”</td>
</tr>
<tr>
<td>September 23</td>
<td>Pollan, “Intoxication – Marijuana”</td>
</tr>
<tr>
<td>September 25</td>
<td><strong>Discussion Group</strong>: writing summaries</td>
</tr>
<tr>
<td>September 28</td>
<td>Pollan, “Control – the Potato”</td>
</tr>
<tr>
<td>September 30</td>
<td>Jamie, “Findings,” “The Braan Salmon”</td>
</tr>
<tr>
<td>October 2</td>
<td><strong>Discussion Group</strong>: Essay #1: summary due; intro to close reading</td>
</tr>
<tr>
<td>October 5</td>
<td>Jamie, “Darkness and Light,” “Markings”</td>
</tr>
<tr>
<td>October 7</td>
<td>Jamie, “Fever,” “Surgeon’s Hall”</td>
</tr>
<tr>
<td>October 9</td>
<td><strong>Discussion Group</strong>: close reading – image</td>
</tr>
<tr>
<td>October 12</td>
<td><strong>No Class (Thanksgiving)</strong></td>
</tr>
<tr>
<td>October 14</td>
<td>Jamie, “Peregrines, Ospreys, and Cranes,” “Crex-Crex,” “Skylines”</td>
</tr>
<tr>
<td>October 16</td>
<td><strong>Discussion Group</strong>: close reading – sound and mood</td>
</tr>
</tbody>
</table>
October 19  Jamie, “Sabbath,” “Cetacean Disco”
October 21  Introduction to travel writing
October 23  **Discussion Group:** close reading – form and structure
October 26  Davdison, *Tracks*
October 28  Davdison, *Tracks*
October 30  **Discussion Group:** Essay #2: close reading due; intro to comparison
November 2  Davdison, *Tracks*
November 4  Davdison, *Tracks*
November 6  **Discussion Group:** developing topics
November 9  Krakauer, *Into the Wild*
November 11  **No Class (Remembrance Day)**
November 13  **Discussion Group:** incorporating close reading
November 16  Krakauer, *Into the Wild*
November 18  Krakauer, *Into the Wild*
November 20  **Discussion Group:** constructing comparative arguments
November 23  Kincaid, *A Small Place*
November 25  Kincaid, *A Small Place*
November 27  **Discussion Group:** Essay #3: comparative analysis due
November 30  Kincaid, *A Small Place*
December 2  Exam review
December 4  **Discussion Group:** exam review
Assignment Preparation and Submission

Complete instructions for written assignments are attached to this syllabus. Each essay invites you to perform a different kind of task through which you will develop writing and analytic skills: (1) summary, (2) close reading, and (3) comparative analysis. Portions of discussion group sessions will be devoted to preparing and writing the essays.

Essay format: All essays must be typed and submitted in printed hard-paper copy. Electronic submissions are not recommended and will only be allowed in extraordinary circumstances. Essays must be formatted in MLA style outlined in the MLA Handbook for Writers of Research Papers (available in the reference section of the UBC Bookstore, at the UBC library, or on-line at www.mla.org). See pages 9-12 of this syllabus for more information on essay format (including samples!) and grading criteria.

Essay Submission: Essays are due at the beginning of class on the day they are due. Even if you write your essay on a public or campus computer, you should retain a copy of all submitted assignments and be prepared to re-submit an electronic copy upon request. Students should also keep all marked assignments in case they wish to apply for a Review of Assigned Standing. Papers submitted after that time will be penalized 2% per day to a maximum of 15%; unless formal arrangements have been made, papers submitted more than 7 days after the due date will NOT be accepted or graded. Extensions will be granted only in extraordinary circumstances and in keeping with university and department policy. Give yourself lots of time to prepare and write your essays. Bad planning on your part does not constitute an emergency on ours.

Final Exam: The exam for this course will assume knowledge of all material covered in lectures and discussion as well as the three writing techniques developed in the essays. The exam will be 3 hours long and held during the December examination period. Exams will not be returned to students, but they may view their marked examinations with their TA or instructor if they apply to do so within a month of receiving their final grades. The review is for pedagogic purposes. The exam remains the property of the university.

Plagiarism: University policies concerning academic misconduct, including and especially plagiarism are strict, rigorous, and always enforced. The 2015/16 UBC Calendar defines plagiarism as any form of “intellectual theft” that “occurs where an individual submits or presents the oral or written work of another person as his or her own.” Plagiarism comes in many forms and includes everything from outright copying of essays, paragraphs, or sentences from an internet or published source, to borrowing another students’ work, to paying a third-party to write or edit for you, to inadvertent quotations, missed quotation marks, forgotten references, or miscopied ideas. If you plagiarize, you will received an automatic 0 for the assignment and, depending on the circumstances, further disciplinary action may be taken by the department of English or your faculty. For more information of plagiarism and the university policies concerning its prosecution see the UBC Calendar.
Assignments, Due dates, and Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #1: Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2: Close Reading</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #3: Comparative Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

ESSAY #1: SUMMARY

Length: approx. 1000 words, 3-4 pages
Value: 10%
Due Date: Friday, October 2, 2015

The purpose of this assignment is to train students in the crucial art of summarizing as a preliminary step in the writing and critical analysis process. A summary is a synopsis of a piece of writing, its thesis, main points, and conclusions. A summary does not have an original claim. It does not judge the writing it is summarizing. It records as directly and factually as possible the content and argument of a piece of writing. For this assignment, you are asked to summarize ONE of the essays in Michael Pollen’s *The Botany of Desire*.

Although summaries do not make original claims, they are still formal arguments. They have a thesis statement, usually a short synopsis of the original author’s main point. All summaries are written in the present tense. They refer explicitly and repeatedly to the text they are recording. They contain only the most relevant information and significant arguments of the original. They sometimes cite the original directly but more often paraphrase the argument in original, explanatory language. They are always accurate and careful accounts of the texts they document. Sometimes, they can elucidate important ambiguities and difficulties not apparent in a cursory reading. When successful, summaries represent the original text in a stylish and clear manner.

Here is an outline of how you should proceed in producing your summary:

1. *Skim* the original text first, taking note of section headings, repeated concepts, anything in odd typefaces, italics, or bold. List what you think are the most important words.
2. **Read** the original text, a number of times if necessary, **without** taking any notes. Try to understand the main argument in your own head. If you don’t understand a point or section the first time, read it again.

3. **Without looking at the original**, write a one-sentence statement of its central argument. Try not to use any of the language used in the original text.

4. **Re-read** the text, this time taking careful notes in the margins or on a separate sheet of its key points. Identify the topic sentence of each paragraph and the sub-thesis of each section. Make sure that if you copy down any of the original text, including individual words and language, that you use proper quotation marks and record the page number(s).

5. **Make a comprehensive list** of one-sentence statements for each main point and for key paragraphs, especially those that illustrate the thesis particularly clearly.

6. **Draft your summary**: combine your various summary statements together and connect them with sentences that enable your reader to understand its direction and logic. Do not worry if this summary is too long – you can edit it later.

7. **Always cite** the original author and text and try to avoid using too much original language.

8. **Avoid** offering any interpretation of or opinion about the original text. The purpose of a summary is to report accurately what an author says, not what you think of it.

9. **Revise** your summary: get rid of unnecessary words. Copy-edit carefully for grammatical mistakes and be sure you have the correct (MLA) format.

**ESSAY #2: CLOSE READING**

Length: approx. 1500 words (4-5 pages)

Value: 15%

Due Date: Friday, October 30, 2015

The purpose of this assignment is to transition students from summary to critical analysis by having them practice the techniques of close reading. Although you may be familiar with the term “close reading” and associate it mainly with reading poetry or fiction, you will come to understand that close reading is also something that we do with non-fiction prose (indeed with any and all kinds of writing!) in order to interpret and assess it. When we read only for content (i.e. what an author tells us) we do not fully grasp the significance of a text. Looking at image, mood, sound, form, and structure can tell us more about the meaning of that text than even the author is aware. Making such tensions clear is the primary goal of close reading.

For this assignment, you are asked to write a close reading of ONE of the chapter/essays in Kathleen Jamie’s collection *Findings*. As Jamie is a poet, it is not surprising that her essays employ many obvious “literary” features: recurrent images and conceits, evocative and onomatopoeic language, strange shifts in narrative, a profound sense of the mysterious and the contradictory. Jamie is also an important environment activist with very specific views on...
nature and our relationships to it. Your task is will not to explain the meanings coming from the form of her writing about the environment.

You will spend several weeks in discussion group learning the specifics of close reading. Here, though are a few things to keep in mind as you develop these skills:

1. As a first step to close reading, summarize the main point(s) of the essay. Write a few sentences (without taking too many notes) that you think cover the essay’s most important claims. You might note some of the way that the essay itself changes as you read it.

2. Having summarized the content of the essay, now try to read it looking only “at” its form. Reading “closely” means to attend carefully and exactly to the formal features of a work of art or writing. At this stage try not to think about meaning.

3. Ask yourself questions about the form of the text: Which words or phrases are repeated? Which are most exciting? Why? What senses does the author try to replicate in her writing? What does she make us see, hear, taste, smell, or touch? How do the sounds of words help us understand or complicate a point? What moods or feelings are evoked? How does this happen? How many different points of view are there? How does the author shift between them? Does the essay have a clear beginning, middle, and end? Does the narrative change at all? Does it move between past, present, or future? How and why?

4. Write a one-sentence thesis for your essay. A close reading always has a thesis. That thesis tends to be about the way(s) that the form of a piece of writing either extends or contradicts the claims its author is making.

5. Draft and then revise carefully an essay clarifying the importance of formal elements to the argument and the way the form of an essay challenges its content.

6. Always use your own words! – but be aware that you are discussing and describing someone else’s work. Carefully cite all references you make to Jamie’s text.

**ESSAY #3: COMPARATIVE ANALYSIS**

Length: approx. 2000 words (7-8 pages)

Value: 20%

Due Date: Friday, November 27, 2015

This assignment asks you to write a polished, thoughtful, and attentive essay in which you compare and contrast the way Robin Davidson in *Tracks* and Jon Krakauer in *Into the Wild* write about a subject or topic that you find interesting. It asks you to combine the writing skills that you have already developed in the course (summary, close reading) in order to develop an original thesis of your own about the relationships between humans and nature and how these relationships are conceived in non-fiction prose. You will therefore be required to demonstrate that you understand the main concerns and ideas of both texts and also to show that you
appreciate how the formal elements of these authors’ works underscore or complicate those concerns.

In comparative analysis, we compare and contrast the ways writers describe certain phenomena or claims. Davidson and Krakauer are both interested in such issues as nature, landscape, gender, indigeneity, media, age, and death. But they are writing for different audiences in different contexts and with quite different goals. They employ similar techniques of imagery, mood, sound, and point of view but often have different aims in doing so. The job of a comparative essay is to work through these similarities and differences to derive a new idea or thesis about a topic.

The topic of this essay is up to you, but you will be expected to come up with a focused thesis that is elaborated over the course of the essay in an informed and logical way. Here are some suggestions for how you might proceed.

• Before you write, read the texts and summarize what you think are their key arguments.
• Consider what similarities and differences arise from these summaries and on which topics they overlap. The one that interests you most might be your topic.
• Now, read the texts again with this topic in mind, this time looking carefully at (close reading) the patterns and motifs that you can use to compare and contrast them.
• Now experiment with the ways these patterns and contrasts help you elaborate an argument about your topic – using Davidson and Krakauer as your guides. Try out some theses statements and possible arguments (you will be doing some of this in discussion)
• Use your notes to develop a focused, supportable, and insightful argument that uses evidence from the two texts and sound logical reasoning.
• Refer to and cite the texts at every available opportunity: you are required to cite and discuss at least one substantial passage from each
• Though the thesis should be your own, you should resist the urge to pontificate or speculate.

This paper is the capstone writing assignment for the course. We expect that you will take the writing of this essay seriously and that it will be presented in a neat and clean copy to reflect that seriousness. The paper must follow MLA formatting and citation guidelines.

**Grading Criteria for Papers in English**

Students should consider issues of focus, content, structure, language, mechanics, documentation, and presentation in their essay writing. For example:

1. Is the paper on topic from beginning to end?
2. Does the paper present strong and logical claims fully supported with examples, explanations, and, where appropriate, textual evidence?
3. Does the paper have a strong and logical structure, including all of the following elements:
   
   (a) an original title
   (b) a substantial and unified introduction that includes a focused, specific, and logically ordered thesis
   (c) body paragraphs linked to the thesis and/or to one another by logical transitions
   (d) unified and coherent presentation of claims and support, all connected to clear topic sentences
   (e) an effective conclusion that does more than rehash the thesis and/or the main points of the essay

4. Does the paper express the argument in clear and effective language, including the following:
   
   (a) clear evidence of sentence variety throughout the essay
   (b) expression in clear, unpretentious diction suited to the subject matter, the audience, and the writing situation
   (c) control of basic patterns of grammar and sentence structure, and no patterns of error in the following categories: fragments, mixed constructions, dangling or misplaced modifiers, run-on sentences, comma splices, noun-pronoun or subject-verb agreements, verb form, verb tense, tense sequence errors, number, article, or preposition errors.

5. Does the paper show good control of the mechanics of spelling and punctuation? Does the paper have good command of the strategies for incorporating quoted material into the fabric of the essay's sentences and paragraphs?

6. If the paper analyses a text and/or draws upon primary or secondary sources for its proof, does it conform to the University’s rules for crediting sources? Does it credit those sources in the most recent MLA (Modern Language Association) style? For the MLA style manual, see http://owl.english.purdue.edu/

7. Is the paper as neat as possible in its presentation? Is it double spaced throughout? Is it properly paginated? Does it include adequate margins? Does it end with a works cited list in MLA style?

**English Department Grading Standards**

All essay assignments in First-Year English are to be awarded letter grades to be converted to numerical values at the end of the term:
An “A” paper: [an outstanding paper]  (80-100%)

This paper must be fully focused on the topic and consistently strong in structure, content, expression, mechanics, and presentation. If the paper is based on a text or if it draws material from other primary or secondary sources, it must include full documentation in the MLA style. An “A” paper should contain an original and credible argument in response to the topic. Any significant errors of expression that detract from the paper’s effectiveness would mean that the paper could not earn an “A” level mark.

A “B” paper: [a competent paper]  (68-79%)

This paper must be well-focused on the topic; its thesis must be well-supported by convincing evidence and explanations. The structure of a “B” paper must be strong and clear; its thesis must be specific and significant. If this paper contains errors of expression, they must be occasional rather than chronic, and they must not obscure meaning. A “B” paper based on research must be accurately documented in the MLA style. The principal difference between an “A” paper and a “B” paper is in the quality and level of the argument. A “B” paper is less adventurous than an “A”; it may tend to rely more heavily on materials and arguments raised in lectures and discussions than an “A” paper would.

A “C-D” paper: [an adequate paper]  (50-67%)

A paper at this level is generally clear in its expression, but it is weaker in content and/or structure than a “B” paper. Its thesis may be vague (but still on topic); its transitions may be inconsistent; its evidence may be occasionally unconvincing or incomplete. Language errors in this category will be more frequent than those at the “A” or the “B” level, but they will not be so serious or so chronic that they make a paper difficult or impossible to understand.

An “F” paper: [an inadequate paper]  (0-49%)

A paper at this level will suffer from one or more of the following serious flaws: it may be off topic; it may lack a thesis; it may lack clear and adequate development and paragraphing; it may be deficient in the presentation of evidence; it may contain serious and repeated errors in sentence structure, diction, and grammar that obscure meaning.
Your Name and student number

ENGL 111 002 2015

Professor Alexander Dick/TA’s name

September 9, 2015

The Title of Your Paper Goes Here

This page is a sample of what first pages of MLA formatted essays look like. You can find many other examples at the OWL (from Purdue University) or elsewhere online. MLA papers do not have title pages. If you put a title page on your paper, it will be removed. As you can see, all necessary information is included in the top left corner of the first page only; do not put it in a header. Following pages will not have this information. Instead, the top right corner will show your last name and the page number. The entire paper will be double spaced, in 12 pt. Times New Roman font, with one-inch margins all the way around and left justification only. Do not use any other font or formatting.

When you use or cite any source, including primary sources, you must reference that work and you must also follow the MLA citation guidelines in doing so. MLA uses a parenthetical referencing style. As the OWL website says, “This method involves placing relevant source information in parentheses after a quote or paraphrase” (Stolley). When you cite a printed book, you always include the page number in parenthesis and, when necessary, the author’s last name. For instance, cite a short passage from Kathleen Jamie’s Findings like this: “I like the precise gestures of the sun, at this time of year” (Jamie 4). A quotation of 80 words or
less will appear in quotation marks within the body of your prose. A quotation of more than 80 words must be separated off from the body of your text, as in this example:

first man and the first woman. There’s the gannet’s shank, its tiny orchid-shaped bone, and the whale’s vertebra. These are in my study. Tim had celebrated his birthday on the yacht, and as a present I’d given him the orb of quartz. The bits or aeroplane, traffic cone and whale will still be on the shores of the Monach Islands. The penknife, the one I’d used to cut off the original gannet’s head, is presently in my handbag. I’d found it—did I mention this?—one spring day on a beach in Fife. (Jamie 56)

If you are quoting a poem, you use a separated or block quotation format for more than 4 lines. You must indent the entire quotation one additional inch on the left margin only for separated quotations. Never use full justification. At the end of your separated quotation you must cite the source using a parenthetical reference after the final punctuation mark like this.

You must cite secondary sources and include them along with primary sources in a list of Works Cited placed not on a new page, but immediately after the last line of your prose. In MLA format the Works Cited uses a hanging indent. Citations styles for print and online resources are different in MLA format. For more instructions on how to format your list of Works Cited, please see the examples below, ask your TA, or consult the OWL. Your TAs will review citations and formatting styles with you as we get closer to the essay due date.
Works Cited


Purdue University Writing Lab. 12 May 2006. Web.