

# ENG 113.3 (97)

Class Syllabus

Literature and Composition:

Reading Narrative

St. Peter's College

Fall Session

(Sept. 4 to Dec. 5, 2024)

RITA MATLOCK- ENGLISH  
rita.matlock@usask.ca

## Contact Hours

Email: (daily) although weekend access  
will be more limited

Appointments: See me in Prince Albert

## Land Acknowledgement

We acknowledge that the land on which we gather is Treaty Six territory and traditional Metis homeland, and we acknowledge the diverse Indigenous peoples whose footsteps have marked this territory for centuries. Our Department's vision is to be a place where many peoples come together to engage in mutually respectful relations and dialogues.

## Course Description

The official course description and prerequisites are in the U of S Course and Program Catalogue available at <http://www.usask.ca/calendar/coursecat/>

**Note: Only 6 credit units of ENG 110, 111, 112, 113, and 114 may be taken for credit. ENG 120 may be used to fulfill 3 credit units of first-year English or Humanities requirements and may also be taken as an elective in addition to 6 credit units of other first-year English classes.**

## Course Learning Outcomes

This first-year English class will promote critical engagement with narrative literature, with emphasis on assessing the effects of point of view in a work. Secondly, this is a skills class, concentrating on improving students' critical reading and effective writing abilities. The more specific outcomes include the following:

1. Recognize the introductory ideas about narrative construction.
2. Identify the point of view in each of the literary works; assess the significant characteristics of each point of view; and explain how the point of view creates the story as we have it.
3. Recognize the elements of fiction, including point of view, plot, setting, characters, and themes.
4. Apply the literary terms associated with fiction when you analyze these literary works.
5. Explain some of the differences between short stories and novels as genres.
6. Explain the historical/social/cultural milieus of each of the literary works.

7. Explore topics/themes within the literary works, including familial and other relationships, gender roles, social class, race, and the supernatural, among others.
8. Recognize the elements of dramatic monologues.
9. Recognize the elements in paragraphing and the essay-writing process, including free writing, mind maps/webs, mini outlines, formal outlines, and editing strategies.
10. Organize paragraphs and an essay on set topics.
11. Cite a literary work or a secondary resource in an essay and on a Works Cited page using MLA format.

### **Electronic Resources and PDFs (Instructor-Provided Learning Materials in Canvas)**

Recorded Zoom Meetings as needed

Recorded Panopto Lectures

Printed Learning Materials—Lecture Notes

Literary Works

### **Print Texts and/or Electronic Resources (Literary / Resource Texts)**

**\*\*Reading internet commentary and employing AI analysis will not be part of our work with the literary works in this class.**

**Poems** (you are expected to use the versions provided in Canvas/links)

1. Browning, Robert. "My Last Duchess" and Other Poems. Dover Thrift Edition. ISBN 9780486277837 or free online versions

- "My Last Duchess,"  
<https://www.poetryfoundation.org/poems/43768/my-last-duchess>
- "The Bishop Orders his Tomb at Saint Praxed's Church,"  
<https://www.poetryfoundation.org/poems/43746/the-bishop-orders-his-tomb-at-saint-praxeds-church>

**Short Stories** (you are expected to use the versions provided in Canvas/links)

1. Ross, Sinclair. "The Lamp at Noon," Canvas
2. Ross, Sinclair. "The Painted Door," Canvas
3. Ross, Sinclair, "A Field of Wheat," Canvas
4. Bradbury, Ray. "The Veldt," Canvas
5. Joyce, James. "The Boarding House," Canvas
6. Gilman, Charlotte Perkins. "The Yellow Wallpaper," Canvas

**Novels** (you are expected to use the versions provided in Canvas/links)

1. Jackson, Shirley. *The Haunting of Hill House*. ISBN 9780143039983 (print) or free online version,
  - <https://www.fadedpage.com/showbook.php?pid=20180856>
2. Fitzgerald, F. Scott. *The Great Gatsby*. ISBN 9780743273565 (print) or free online version,
  - <https://www.fadedpage.com/showbook.php?pid=20181181>

**Writing / Resource Texts**

1. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 9<sup>th</sup> ed. ISBN 9781319341961 or paid online version
  - <https://www.macmillanlearning.com/college/ca/product/A-Pocket-Style-Manual/p/1319169546>

2. Matheson, Terry. "Understanding the Short Story." Permachart. ISBN 9781554312511 or paid online version
  - <https://permacharts.com/products/understanding-the-short-story>
3. Department of English. [Requirements for Essays \(downloadable\)](#)

## **Your Instructor**

**Rita S. Matlock**, Sessional Lecturer (English Department, University of Saskatchewan)

Email: [rita.matlock@usask.ca](mailto:rita.matlock@usask.ca) or through Canvas

Phone: on request

## **Contact Hours**

I will answer emails daily (other than the days we are off), although weekend access may be more limited. I will answer or return your email as soon as I am able (usually within the next academic day). I will be available Tuesdays, Wednesdays, and Thursdays of each week (other than the days we are off) for Zoom and phone consultation.

## **Profile**

Having travelled more than 900,000 kms as an off-campus lecturer for the University of Saskatchewan since 1990, I obviously enjoy highway driving! I have taught face-to-face classes and offered writing workshops in many Saskatchewan locations, including Melfort, Nipawin, Tisdale, Swift Current, Kindersley, Rosetown, Warman, Prince Albert, North Battleford, Regina, and La Ronge. I hope that I have not forgotten any of the sites that I have visited! I enjoy travelling the province, except when I have had to drive in a blizzard.

I have taught for SUNTEP at the University of Saskatchewan for more than 20 years, I often teach online in Spring/Summer session, and I teach hybrid first-year English classes at the Prince Albert Campus. I also teach at St. Peter's College in Muenster. In 2017, I was awarded the Sylvia Wallace Sessional Lecturer teaching award. Currently, I am the Coordinator for the Writing Centre at the PA & Off-Campus Tutorial Help Centre for students who study at a distance.

My academic interests include nineteenth-century literature and history, especially the American South. My non-academic interests include reading Anne Perry's novels and struggling with Sudoku. In my off-time, I enjoy riding a motorcycle and walking my dogs. Walking your dog or someone else's dog is a good stress reliever, even in the winter months! Some might say that this is the only way to embrace winter in Saskatchewan.

## **The Virtual Classroom**

All students should become familiar with our virtual Canvas classroom as soon as possible so that you are comfortable navigating the Canvas system and the folders.

I will be providing a tour of Canvas on the first day which will allow us to work effectively with the virtual classroom.

Remember that you can't break Canvas, so click on all the folders you find so that you know where things are!

**Textbooks:** Bringing textbooks to this class is a requirement. Without the appropriate text(s), you do not have the tool(s) to ensure your success in this class. I will be referring to specific passages as we work through the texts so you may find it easier to work with print books or downloaded print copies in class.

Remember, everyone needs to have a textbook in each class.

**\*\*Reading internet commentary and employing AI analysis will not be part of our work with these literary works in this class.**

**No Cell Zone:** Remember that this is a no-cell zone. You are welcome to use your cell phone before the class begins, during the break(s), and as soon as we have completed the class.

**Pen, Pencil, and Paper:** Although you need your computer, laptop, or tablet to participate in the online elements of the class, you may want to take notes in class the old-fashioned way: on paper with a pencil or pen. You may find that less cumbersome than trying to manage more than one window at a time on your laptop in the classroom.

## **Communication Courtesies**

When emailing an instructor, you must consider this formal communication and should conduct yourself accordingly.

Use complete sentences, proper punctuation, capitalization full words, etc. No text message language or short-hand abbreviations. Send emails with a subject heading. Be clear and concise in your email. If your question requires a long answer, I will ask that we touch base by phone or set up a Zoom meeting.

Before you email questions to me, be sure that you have looked for answers to your questions at the notes you took when taking notes or reading the resource documents.

I will not be answering emails or phone messages on weekends unless prior arrangements were agreed to.

## **U of S Email**

The University communicates with students through PAWS and through the student's University email account; it is your responsibility to check for such communications daily.

You are required to use your U of S email for all class communications. I will not reply after the first time to a non-U of S email.

Please set up all your devices so that you can email me from your U of S email.

## **Zoom Classes \*\*if necessary**

If we have to move to a Zoom class for such reasons as weather, I will let you know in advance of such changes to the schedule.

## **Reading Actively and Making Notes**

Be an active reader. Study actively.

To read actively, you need to make notes in the margins of the texts, underline, and highlight if you are reading print texts. If you are able to print the PDFs, you may find them easier to manage than reading online and making notes on paper. Get to know the texts so that you can find things easily.

To study actively, you should also make notes outside the text: i.e. a synopsis, character lists, ideas as you read, connections and parallels between one work and another.

And, most important of all, make lists of questions you think might be on the final exam. If you were making up the exam, what would you want the students to think about? Devise interesting and challenging comparative questions.

## **Class Schedule**

*No Class Days/No Evaluation Days for this Class: Nov. 11-14*

<b>Week</b>	<b>Module</b>	<b>Readings</b>	<b>Evaluation Due Dates</b>
Sept. 6	Introduction	<ol style="list-style-type: none"> <li>1. <b>Take Notes:</b> Introduction to the Class, Canvas Tour, the Syllabus, and Narration</li> <li>2. <b>Read</b> the Syllabus, Canvas</li> <li>3. <b>Study</b> “Re-Introduction to Narration,” Canvas</li> <li>4. <b>Study</b> Matheson, “Understanding the Short Story”</li> </ol>	<b>Introductory Post</b> (open between 6 a.m. Sept. 6 to 10 p.m. Sept. 13) <b>Worth 1 bonus mark at the end of the course</b>
Sept. 13	1 Short Stories	<ol style="list-style-type: none"> <li>1. <b>Read</b> Ross, “The Lamp at Noon,” Canvas</li> <li>2. <b>Read</b> Ross, “The Painted Door,” Canvas</li> <li>3. <b>Read</b> Ross, “A Field of Wheat,” Canvas</li> <li>4. <b>Study</b> Learning Materials—Lecture Notes on the short stories, Canvas</li> <li>5. <b>Complete</b> the Syllabus Quiz</li> </ol>	<b>Syllabus Quiz</b> Sept. 13 (open between 6 a.m. and 10 p.m.)
Sept. 20	1 Short Stories	<ol style="list-style-type: none"> <li>1. <b>Read</b> Bradbury, “The Veldt,” Canvas</li> <li>2. <b>Read</b> Gilman, “The Yellow Wallpaper,” Canvas</li> <li>3. <b>Read</b> Joyce, “The Boarding House,” Canvas</li> </ol>	

		4. <b>Study</b> Learning Materials—Lecture Notes on the short stories, Canvas	
Sept. 27	2 Dramatic Monologues  Writing and the Midterm	<p>1. <b>Read</b> My Last Duchess,” <a href="https://www.poetryfoundation.org/poems/43768/my-last-duchess">https://www.poetryfoundation.org/poems/43768/my-last-duchess</a></p> <p>2. <b>Read</b> ”The Bishop Orders his Tomb at Saint Praxed’s Church,” <a href="https://www.poetryfoundation.org/poems/43746/the-bishop-orders-his-tomb-at-saint-praxeds-church">https://www.poetryfoundation.org/poems/43746/the-bishop-orders-his-tomb-at-saint-praxeds-church</a></p> <p>3. <b>Study</b> Learning Materials—Lecture Notes on Browning’s poems, Canvas</p> <p>4. <b>Take Notes:</b> Writing and the Midterm</p> <p>5. <b>Study</b> Paragraphing, Canvas</p> <p>6. <b>Study</b> Department of English, Plagiarism section, <a href="#">Requirements for Essays</a></p>	
Oct. 4	3 Twentieth-Century American Novels	<p>1. <b>Write</b> the midterm</p> <p>2. <b>Read</b> Fitzgerald, print or online <a href="https://www.fadedpage.com/showbook.php?pid=20181181">https://www.fadedpage.com/showbook.php?pid=20181181</a></p>	<b>Midterm (90 minutes)</b> Oct. 4
Oct. 11	3 Twentieth-Century American Novels	<p>1. <b>Read</b> Fitzgerald, print or online <a href="https://www.fadedpage.com/showbook.php?pid=20181181">https://www.fadedpage.com/showbook.php?pid=20181181</a></p>	
	3 Twentieth-Century		



Oct. 18	American Novels	1. <b>Read</b> Fitzgerald, print or online <a href="https://www.fadedpage.com/showbook.php?pid=20181181">https://www.fadedpage.com/showbook.php?pid=20181181</a>	
Oct. 25	3 Twentieth-Century American Novels	1. <b>Read</b> Fitzgerald, print or online <a href="https://www.fadedpage.com/showbook.php?pid=20181181">https://www.fadedpage.com/showbook.php?pid=20181181</a>  2. <b>Take Notes</b> Writing Essay 1  3. <b>Study</b> Learning Materials—Lecture Notes on Essay Writing, Canvas	
Nov. 1	4 Twentieth-Century American Novels	1. <b>Read</b> Fitzgerald, print or online <a href="https://www.fadedpage.com/showbook.php?pid=20181181">https://www.fadedpage.com/showbook.php?pid=20181181</a>  2. <b>Complete</b> Module Quiz 1  3. <b>Complete</b> Module Quiz 2  4. <b>Complete</b> the writing of essay 1  5. <b>Read</b> Jackson, <i>The Haunting of Hill House</i> , print or online <a href="https://www.fadedpage.com/showbook.php?pid=20180856">https://www.fadedpage.com/showbook.php?pid=20180856</a>  6. <b>Study</b> Learning Materials—Lecture Notes on Jackson’s novel, Canvas	<b>Module Quiz 1</b> Nov. 1 (open between 6 a.m. to 10 p.m.)  <b>Module Quiz 2</b> Nov. 1 (open between 6 a.m. to 10 p.m.)
Nov. 8		1. <b>Submit</b> Essay 1  2. <b>Complete</b> 4 AIT Modules/Quizzes  3. <b>Complete</b> 4 OLIP Modules/Quizzes	<b>Essay 1</b> Nov. 8 (open between 6 a.m. to 10 p.m.)

			<p><b>4 AIT Modules and Quizzes (Academic Integrity Tutorial)</b></p> <p>Nov. 8 (open between 6 a.m. to 10 p.m.)</p> <p><b>4 OLIP Modules and Quizzes</b></p> <p>Nov. 8 (open between 6 a.m. to 10 p.m.)</p>
Nov. 22	4 Twentieth-Century American Novels	<ol style="list-style-type: none"> <li><b>Read</b> Jackson, <i>The Haunting of Hill House</i>, print or online <a href="https://www.fadedpage.com/showbook.php?pid=20180856">https://www.fadedpage.com/showbook.php?pid=20180856</a></li> <li><b>Study</b> Learning Materials—Lecture Notes on Jackson’s novel, Canvas</li> </ol>	
Nov. 29	4 Twentieth-Century American Novels  Writing/Exam Preparation/Strategies	<ol style="list-style-type: none"> <li><b>Read</b> Jackson, <i>The Haunting of Hill House</i>, print or online <a href="https://www.fadedpage.com/showbook.php?pid=20180856">https://www.fadedpage.com/showbook.php?pid=20180856</a></li> <li><b>Study</b> Learning Materials—Lecture Notes on Jackson’s novel, Canvas</li> <li><b>Review</b> Essay 1 and prepare to write the Final Exam Essays</li> </ol>	

		4. <b>Study</b> Learning Materials— Lecture Notes on writing essay exams, Canvas	
<b>TBA</b>		<b>Write</b> Final Exam	<b>Dec. 7 - 23</b>

## Midterm and Final Exam Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (Dec. 7-23); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

## Grading Scheme

Introductory Post (submitted on time)	+1%
Syllabus Quiz	5%
Module Quiz 1	5%
Module Quiz 2	5%
Midterm Essay	20%
Essay 1	30%
Final Examination	35%
<b>Total</b>	<b>100%</b>

*Detailed descriptions of assignments will be in the Canvas folders*

## Evaluation Components

### Formal Requirements

1. **Read** and **study** the required literary works and writing resources.
2. **Read** and **study** the Learning Materials—Lecture Notes.
3. **Complete** the Introductory Post.
4. **Complete** the Syllabus Quiz.

5. **Complete** the AIT (Academic Integrity Tutorial—4 Modules and 4 Quizzes). If you have completed the AIT within the last twelve months, you may submit evidence of that prior completion instead. Upload the 4 AIT certificates into the Canvas folder.
6. **Complete** the OLIP (Online Library Instruction Program--4 Modules, 4 Quizzes, and the Student Evaluation). If you have completed the OLIP within the last twelve months, you may submit evidence of that prior completion instead. Email details for OLIP completion (professor, class information, date) and photo or screenshot evidence that includes your name.
7. **Complete** Module Quiz 1.
8. **Complete** Module Quiz 2.
9. **Write** the Midterm.
10. **Write** Essay 1.
11. **Write** an online 2-hour final exam within a 3-hour window in December 2024.

**N.B. The OLIP and AIT are “Must Complete” assignments (if you have not previously done so in the last 12 months), and the final exam must be written to be considered for a pass in the class.**

**N.B. Completing only the OLIP, the AIT, and the final exam will not allow you to pass the course and will result in a grade not exceeding 49%.**

**N.B. Assignments received after the last day of classes in the term will earn 0 unless you have a medical or compassionate situation and have made prior arrangements.**

### **Introductory Post**

Earn 1 bonus mark by completing the Introductory Post by the due date. See Canvas for details.

### **AIT (Academic Integrity Tutorial)**

**Value:** Non-credit “Must Complete”

**Due Date:** Available Nov. 8 at 6 a.m. and due no later than 10 p.m. on Nov. 8

**Purpose:** Understand the principles of Academic integrity in the university setting

**Description:** Complete the 4 modules and 4 quizzes. Upload the 4 earned

certificates into the AIT folder from this class or a class completed within 12 months

### **OLIP (Online Library Instruction Program)**

**Value:** Non-credit “Must Complete”

**Due Date:** Available Nov. 8 at 6 a.m. and due no later than 10 p.m. on Nov. 8

**Purpose:** Understand the principles of library research in the university setting

**Description:** Complete the 4 modules and 4 quizzes or submit screenshot/photo evidence of completion from another class within the previous 12 months

### **Syllabus Quiz**

**Value:** 5%

**Due Date:** Available Sept. 13 at 6 a.m. and due no later than 10 p.m.

**Purpose:** Answer 10 multiple-choice questions based on the Syllabus in one 10-minute sitting

**Description:** See the quiz in the Quizzes folder

### **Module Quiz 1**

**Value:** 5%

**Due Date:** Available Nov. 1 at 6 a.m. and due no later than 10 p.m.

**Purpose:** Answer 10 questions based on the Learning Materials—Lecture Notes on essay writing in Canvas in one 15-minute sitting. Earn 80% or more in order to earn a 1-day extension for essay 1.

**Description:** See the quiz in the Quizzes folder

### **Module Quiz 2**

**Value:** 5%

**Due Date:** Available Nov. 1 at 6 a.m. and due no later than 10 p.m.

**Purpose:** Answer 10 questions based on the plot and characters in Fitzgerald’s *The Great Gatsby* in one 15-minute sitting.

**Description:** See the quiz in the Quizzes folder

## **Midterm**

**Value:** 20%

**Due Date:** Oct. 4 In class

**Purpose:** Respond to one question in paragraph form and analyze the significance of four quoted passages in paragraph form based on the short stories and the Browning monologues

**Description:** The 90-minute in-person midterm will be written on paper and without textbooks. You may bring in a double-sided handwritten page of notes for the midterm. See the instructions in Canvas for details

## **Essay 1**

**Value:** 30%

**Due Date:** Nov. 8 by 10 p.m. (Nov. 9 by 10 p.m. with a 1-day earned extension)

**Purpose:** The essay will ask students to discuss an assigned topic in response to the literary work in Module 3

Internet commentary and AI use are not allowed

**Description:** See the essay assignment in the Assignment folder

## **Online Final Exam**

**Value:** 35%

**Due Date:** TBA

**Purpose:** The exam is comprehensive and will cover all the class's readings

**Description:** 2-hour online exam within a 3-hour window. Students will analyze quoted passages from *The Haunting of Hill House* and write an essay which will require you to discuss multiple works from the course. See the instructions in Canvas for details

See the instructions in Canvas for details

Please note that take-home and online exams are viewed and treated the same as any other exam. Online exams are tracked and monitored for irregularities.

Any collusion, collaborating, copying, cheating or any form of academic misconduct is a very serious offence at the University of Saskatchewan and could result in suspension or expulsion from the university.

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic and Non-Academic Conduct. More information is available at <http://www.usask.ca/secretariat/index.php>

## Extensions and Late Assignments

### Extensions

#### **Free 1-day Extension for the Syllabus Quiz, Module Quiz 1, or Module Quiz 2:**

One extension will be granted to each student to be used at your discretion for the Syllabus Quiz, Module Quiz 1, or Module Quiz 2.

**\*\*You are expected to keep track of whether you have used your 1-day extension which will apply to your first late quiz but you do not need to contact me if you want to use your 1-day extension.**

#### **Earned 1-day Extension for Essay 1:**

Students may earn a 1-day extension for essay 1 by earning 80% or more on the Module Quiz 1.

**\*\*You can check for yourself if you have earned an extension and do not need to contact me if you want to use your 1-day extension.**

### Late Assignments

**A missed Syllabus Quiz, a missed Module Quiz 1, or a missed Module Quiz 2 after you have used your 1-day extension, will earn 0** unless you have a documented medical or compassionate situation such as death in the immediate family (a job and heavy class load are not compassionate situations) and have contacted me about your situation before the quizzes are due.

A late essay 1 (after you have used your 1-day extension if you earned one) will be penalized at **3% per day**, including weekend days, until the last day of classes. After the last day of classes, the essay earns 0.

If you have a documented medical or compassionate situation, you will need arrange for alternate submission in advance of the due date.

## **Additional Information**

### **English Department Standards for Composition**

To pass English 113.3 a student must by the end of the class have shown competence in the following:

1. organizing an essay on a set topic, developing ideas logically and systematically, and supporting these ideas with the necessary evidence, quotations, or examples;
2. organizing a paragraph;
3. documenting essays using the MLA method;
4. writing grammatical sentences, avoiding such mistakes as the following:
  - i. comma splices, run-on sentences, and sentence fragments
  - ii. faulty agreement of subject and verb or pronoun and antecedent
  - iii. faulty or vague reference (e.g., vague use of this, that, or which)
  - iv. shifts in person and number, tense, or mood
  - v. dangling modifiers;
5. spelling correctly; and
6. punctuating correctly.

## **Understanding your Grades**

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>



## **Integrity**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIIAPPEALS>)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

## **Access**

### **Examinations with Access and Equity Services (AES)**

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

**Students who have disabilities** (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

**Students who require accommodations for pregnancy or substantial parental/family duties** should contact AES to discuss their situations and potentially register with that office.

**Students who require accommodations due to religious practices** that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by **submitting a request to AES by the stated deadline**. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

## **Student Supports**

### **Academic Supports for Students**

Visit the [Learning Hub](#) to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources or book 1-1 appointments for help with

- Research
- Study strategies
- Writing
- Math and Statistics

Enrolled in an online course? Explore the following resources

- [Online Learning Readiness Tutorial](#)
- [Netiquette Guide](#)

### **Teaching, Learning and Student Experience**

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

### **Financial Support**

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

## **College Services**

Arts & Science students are encouraged to contact the [Undergraduate Student Office](#) and/or the [Trish Monture Centre](#) for Success for advising on choosing courses and meeting degree requirements, understanding university policies and procedures; overcoming personal barriers; and identify career planning resources.

## **Aboriginal Students' Centre**

The Aboriginal Students' Centre (ASC) is dedicated to supporting Indigenous student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The ASC is located in the Gordon Oakes Red Bear Students Centre, which is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>

## **International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit [students.usask.ca](https://students.usask.ca) for more information.

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### **Acknowledgements (Class Authors)**

Rita Matlock, B.A. Hons. And M.A. (University of Saskatchewan); Sessional Lecturer, English Department, U of S; Coordinator, PA and Off-Campus Writing Centre, U of S

P. M. Bidwell, Assistant Professor (Department of English, University of Saskatchewan)

#### **In consultation with:**

T. J. Matheson, Ph.D. (English Department, University of Saskatchewan)

#### **Instructional Design and Class Development**

Jeanette McKee, M.Ed. (Distance Education Unit, University of Saskatchewan)

Kristine Dreaver-Charles, B. Ed., M.Sc.Ed., Instructional Designer (Distance Education Unit, University of Saskatchewan)