

Department of English

Departmental Handbook 2023

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1.0 DEPARTMENT HEAD

1.1 Outside Regulations Applying to Head

Regulations concerning the election, duties, and rights of the Head of the Department of English at the University of Regina (hereafter “the Department”) are described in the University of Regina Act, the Collective Agreement (article 15), and the Faculty of Arts *Handbook* (section 3).

1.2 Definition of “Tenurable” in Nominating, Electing, and Serving as Head

Section 3.1 of the Faculty of Arts *Handbook* specifies that only “tenurable” members of the Department can nominate candidates for the position of Head. The Department defines “tenurable” as tenure granted by the Board of Governors of the University of Regina (Nov. 22, 1989). In the Department, only tenured members can be nominated for the position of Head, but any member in a tenure-track position can nominate candidates for the Headship (Nov. 4, 1992).

Term appointments are eligible to vote on candidates for the Headship, on the condition that term appointments make up no more than 40% of the total number of voting members. In addition, sessionals may appoint 1 representative for every 5 preferential sessionals on main campus to vote for the Headship. (Jan. 23, 2017)

1.3 Student Participation in Election of Head

Student representatives may also vote in the election of a Head, but student ballots will be counted separately (Faculty of Arts *Handbook* section 3.1). The students entitled to vote are two representatives: one undergraduate student and one graduate student, to be designated by the English Students’ Association (ESA) from among the pool of current elected student representatives to English Department committees.

2.0 CONDUCT OF DEPARTMENT MEETINGS

2.1 Members Eligible to Vote in Department Meetings

All those holding tenurable or term appointments in the University of Regina, Department of English may vote on all matters in Department meetings. Normally, the phrase “members of the Department” applies only to those holding such appointments. Quorum for any meeting of Department Council shall be a majority of the total number of members of the University of Regina, Department of English not currently on leave. A member on leave choosing to attend may count toward quorum, but does not affect the number required for quorum. Student representatives, members of the Federated Colleges, Sessional Lecturers, and members of the University Faculty who are not members of the Department may vote on matters as outlined below (Article 2.2, 2.3 and 2.4), but are not counted toward quorum. (Dec.2022)

2.2 Student Participation in Department Meetings

The student representatives on the Undergraduate, Honours/Graduate, and Advisory Committees may also vote on all matters (Feb. 3, 1972 and Feb. 28, 1984).

2.3 Members of Federated Colleges in Department Meetings

Members of the English departments of the Federated Colleges may vote on matters of curriculum only (June 9, 1981).

2.4 Sessional Lecturers and Instructors, and Members of the University Faculty Who Are Not Members of the Department

People in these categories who are currently teaching a class or classes for the Department may vote at Department meetings on matters affecting the undergraduate program and on such matters as the chair may in his or her discretion deem appropriate (Nov. 4, 1992).

2.5 Representative from Faculty of Education

The Department offers a non-voting membership to a representative of the Language Arts Education subject area of the Faculty of Education in order to further relations between the two groups to their mutual advantage (Feb. 7, 1973). This member may attend Department meetings and will be sent minutes of Department and committee meetings.

2.6 Full-Time Instructors

2.6.1 Instructors shall have the right to vote on issues regarding the undergraduate curriculum, excluding Honours courses.

2.6.2 Instructors shall have the right to vote on issues that affect their lives in the Department, but shall be excluded from voting on matters having a direct bearing on decisions governing tenure and promotion for tenured and tenurable faculty. The issues on which they may vote include (but are not limited to) the choice of visiting speakers, the principles informing the disposition of *Wascana Anthology* funds, issues relating to *Wascana Review*, the principles governing evaluation of instructors in the annual performance review, or changes in the Department's teaching evaluation document.

2.6.3 Instructors are encouraged to be active participants in the selection of new tenure-stream faculty and to express their opinions of the candidates at Departmental meetings. The instructors will choose a single individual to represent them in the official Department-wide vote that is part of the current procedure.

2.7 Where an alternative procedure has not been specified in *the Department of English Departmental Handbook*, Department Council meetings will be conducted in accordance with the most recent edition of *Bourinot's Rules of Order*. (Dec.2022)

3.0 COMMITTEES

3.1 Advisory Committee

The Advisory Committee advises the Department Head on matters of curriculum, on recruitment, and on matters of performance review. The committee considers the cases of all Department members being reviewed (Nov. 4, 1976). The Head may seek advice from the committee on other matters as well.

The committee is to consist of three faculty members in addition to the Head (Nov. 3, 1994), and one Instructor representative who will take part in permanent Instructors' performance review, but not in the review of term or tenurable members of the Department, and of one full-time graduate student, normally elected by the English Graduate Students' Association (Sept. 24, 1997). The student representative is not to be present when matters of performance review are discussed (Nov. 4, 1976). Normally, the faculty member elected to the Advisory Committee with the highest number of votes will serve for two years. If this member declines election to a two-year term, the person receiving the next highest number of votes will serve for two years. The Nominating Committee will, in any case, ensure that among those nominated to the Advisory Committee, at least one is willing and able to serve a two-year term. No member of the Department may serve more than two consecutive terms on the Advisory Committee. To preserve confidentiality, no minutes are taken during Advisory Committee meetings.

3.2 Honours/Graduate Committee

This committee is to consist of five faculty members and two students. At least one of the students is to be a graduate student elected by the English Graduate Students' Association (Sept. 24, 1997). One faculty member is the Graduate Chair, serving ex officio as the committee chair; the Head of the Department will also serve as one of the faculty members ex officio. Two of the other faculty members are to be elected from the Department to two-year terms, and normally one is elected each year (Nov. 3, 1994). The fifth faculty member is designated by the federated colleges (Mar. 27, 1975 and Sept. 22, 1980). The position for a member of a federated college is to be rotated among the three colleges (Sept. 11, 1991). Student members are not permitted to vet incoming MA applications or to evaluate MA thesis proposals (April 10, 2019).

3.3 Undergraduate Committee

This committee is to consist of four faculty members and one student. In addition, the Head of the Department and the Coordinator of First Year English are ex officio members. Three of the faculty members are to be elected from the Department to two-year terms, and normally two are elected each year. The fourth faculty member is designated by the federated colleges (Mar. 27, 1975). The position for a member of a federated college is to be rotated among the three colleges (Sept. 11, 1991). The committee also has the responsibility for discussing the classes to be taught in the Spring and Summer sessions and making recommendations to the Department (Oct. 3, 1973). The committee proposes changes and additions to undergraduate programs and curricula and also conducts the review of ENGL 100 and ENGL 110 course outlines.

3.4 Nominating Committee

The Nominating Committee is made up of one tenurable faculty member from the Department serving in alphabetical order (Nov. 3, 1994). This committee is to produce a list of nominees for Departmental committees and present it for election by the Department. The committee is to make every effort to provide a list of names sufficient to safeguard the principle of election. The practice has been to ask for volunteers to serve on committees and to list all those who submit their names. Department committee elections are to be held in late March and the new committees are to take office on July 1 (Feb. 3, 1972). All members of the Department (tenured, probationary, and those holding term appointments) are eligible for all committees (Feb. 3, 1972).

3.5 Writing Committee

Suspended 2009

3.6 Scholarship Committee

The Scholarship Committee, chaired by the Head and consisting of the Graduate Chair and the Chair of the Undergraduate Committee, will meet once a term or more as needed to award all undergraduate, honours and graduate scholarships and revise criteria when necessary.

3.7 Creative Writing Committee

Membership: Department Head (*ex officio*), Graduate Chair (*ex officio*), 1 student (to be selected by the English Students' Association), 1 faculty member from the federated colleges, and 3 faculty members elected by the university department. The faculty positions will consist of two 2-year terms and two 1-year terms. All members of the committee are able to vote. One faculty member will be elected by committee members to serve as chair of the committee for two years.

The major duties of the Creative Writing Committee are to discuss all matters pertaining to the teaching of creative writing, to review undergraduate and graduate creative writing curricula and programs, and to vote on the approval of creative writing theses. With the assistance of creative writing faculty, it will review applications to the M.A. program in Creative Writing and English, and forward its recommendations to the Honours/Graduate Committee. If the Creative Writing Committee does not approve an application to the M.A. program in Creative Writing and English, its decision will stand; however, the Graduate Chair may veto a recommendation of acceptance made by the Creative Writing Committee, should there be any doubt of the applicant's qualifications. The Creative Writing Committee will, in a timely manner, make recommendations about creative writing classes to be offered by the Department of English, and will ensure that at least one creative writing workshop graduate seminar can be offered per year. The chair of the Creative Writing Committee, or the chair's designate, will attend the review of creative writing thesis proposals, and vote on their approval. (Oct 2014)

3.8 Minutes of Committee Meetings

Minutes of committee meetings are to be distributed to members of the Department directly after meetings (for exception, see **3.1**). Members of the Department are expected to bring these minutes to the next Department meeting (Mar. 6, 1985).

4.0 ADMINISTRATIVE POSITIONS

4.1 Library Representative

One member of the Department will be responsible for contacts between the Department and the library.

4.2 Coordinator of Visiting Speakers

One member of the Department will be responsible for organizing the visits of academics and writers to the Department. This individual will be responsible for overseeing the budget for such visits, making up publicity material, and making contacts with the Canada Council and co-sponsoring organizations in Regina.

4.3 Organizers of the Orlene Murad Academic Discussions

Two members of the Department will be responsible for recruiting individuals to present these discussions, and scheduling and publicizing them. The organizers will also arrange for suitable gourmet refreshments and liquor licenses.

4.4 Graduate Chair

The Graduate Chair supervises the graduate program. The person holding this position is responsible for recruiting graduate students both on and off campus, and for producing, updating and distributing information about the M.A. in English program. The Graduate Chair also reviews all applications for admission to the program and makes recommendations to the Faculty of Graduate Studies regarding which students should be admitted and what their status should be. The Graduate Chair in addition counsels all graduate students, works out their M.A. programs with them, and helps them to find thesis supervisors. Once a student has a thesis supervisor, the focus of counseling shifts to the supervisor, but the Graduate Chair still has responsibility for general supervision of the student's program.

The Graduate Chair is also responsible for dealing with the award of scholarships such as teaching assistantships, graduate scholarships, and student travel grants, for counseling students regarding Ph.D. programs, employment opportunities, etc. (Oct. 7, 1993 and Nov. 3, 1994), and for organizing graduate conferences such as Literary Eclectic.

Terms of Appointment

The Graduate Chair is normally a tenured member of the Department who is accredited to supervise MA theses by the Faculty of Graduate Studies. They are elected by all permanent members of the Department and Federated Colleges who are accredited to teach graduate courses by the Faculty of Graduate Studies. The

Graduate Chair normally serves a term of no more than three years and receives one departmental course release per year.

4.5 Coordinator of First-Year English

The Coordinator's primary task within the Department is to guide the development of curriculum for ENGL 100 and 110, to promote continuing discussion of pedagogy and teaching techniques, and to facilitate the integration of the composition and literature components of the classes. This will include conducting grading seminars, maintaining communications with those teaching 100-level classes, and mentoring first-time instructors. The Coordinator will also conduct meetings of ENGL 100 and 110 teachers to share information, problems, insights, successes, and so on.

There should be an emphasis on two-way collaboration between the Coordinator and first-year instructors. The Coordinator will work in concert with, and under the direction of, the Department to foster a collegial and supportive environment for all first-year instructors and students.

In the larger context, the Coordinator will promote the advancement of writing skills throughout the university community by serving on the University Writing Supports Committee. They will serve ex-officio on the Undergraduate Committee, coordinate the Teaching Assistant Program, and the Departmental Writing Centre.

Terms of Appointment

The Coordinator will normally be elected for a term of three years.

The position will normally carry course release of one class per year.

The Coordinator will normally teach at least one section of ENGL 100 and one of 110 during the academic year.

The Coordinator will normally hold a tenured or tenurable appointment in the Department.

5.0 WASCANA REVIEW

The Dept. of English voted to cease publication of *Wascana Review* on April 12, 2012

6.0 PROGRAM REQUIREMENTS

6.1 B.A. Major in English

Students must complete fifteen courses (= 45 credit hours) in the major with at least 65% English GPA required to graduate. Required courses are:

1. ENGL 100
2. ENGL 110
3. ENGL 211
4. ENGL 212
5. One of ENGL 221, 222, 223.
6. One of ENGL 301, 302.

7. One of ENGL 349, 390, 399.
8. One 300- or 400-level ENGL course designated as Period I (Medieval and Early-Modern Literature to the Restoration: up to 1660)
9. One 300- or 400-level ENGL course designated as Period II (Restoration, 18th-century, and romantic literature: 1660-1838).
10. One 300- or 400-level ENGL course designated as Period III (Victorian and 20th-century literature: 1838 to the 1960s).
11. Any one 300- or 400-level ENGL course.
12. Any four 200- or 300- or 400-level ENGL courses or ARC 200 or HUM 260 or LING 200, 210, 212, 213

6.2 B.A. with Honours in English

6.2.1 Admission to Honours Courses

To apply for Honours, students must have completed and/or be registered in 30 credit hours, including 9 credits in English, have a Program GPA of at least 70% and a English GPA of at least 75%. Application forms are available from Arts Student Services or at www.arts.uregina.ca/current-students.

6.2.2 Honours Course Requirements

Students must complete twenty courses (= 60 credit hours) with at least 75% English GPA required. Required courses are:

1. ENGL 100
2. ENGL 110.
3. ENGL 211
4. ENGL 212.
5. One of ENGL 221, 222, 223.
6. One of ENGL 301 and 302.
7. Two of 349, 390 or 399.
8. One 300- or 400-level ENGL course designated as Period I (Medieval and Early-Modern Literature to the Restoration: up to 1660)
9. One 300- or 400-level ENGL course designated as Period II (Restoration, 18th- century, and romantic literature: 1660-1838).
10. One 300- or 400-level ENGL course designated as Period III (Victorian and 20th-century literature: 1838 to the 1960s).
11. Any three 200- or 300- or 400-level ENGL courses
12. Either any 6 ENGL courses at 400-level, or any four ENGL courses at 400-level, plus ENGL 490 followed by ENGL 491

6.2.3 Honours Paper

The Honours Essay Course will count for 6 credit hours carried over two semesters as ENGL 490/491.

The Honours Essay (exclusive of bibliography and footnotes) shall normally be between 30-40 pages, but shall not normally exceed 45 pages. The essay or project shall be submitted on March 1 of the following year for students registering in September. For students registering in January or the Spring or Summer semesters the essay or project is due on November 1 of the same year. Students should plan to have a preliminary draft of the essay completed approximately six weeks before the examination.

For purposes of this essay, the student will have a faculty advisor. The student is required to see their advisor at least once every two weeks over the two semesters. In addition, the student will be required to have their Honours Essay proposal approved by the Honours/Graduate Committee during the first semester, preferably during the first 6-8 weeks. At the end of the first semester of the course, the advisor will submit a written progress report – not a grade – (based upon these bi-weekly discussions) to the Head of the Department, and the report will be discussed with the student. However, students whose proposals have not been approved before the end of the first semester will not receive credit for that semester and will have to be required to register in the regular Honours course option in order to continue in the program. Students whose progress is satisfactory in ENGL 490 will receive a grade of NR, which will be changed to the same grade as received in ENGL 491 once the essay is completed and graded.

While the advisor shall provide the student with assistance in the research for and writing of the Honours Essay, the final presentation shall be the sole responsibility of the student. Within 15 days after the submission of a single copy of the Honours Essay, an examining committee comprising the Department Head (or designate) as Chair and at least one other faculty member (not the advisor) shall examine the writer on his or her essay by means of an oral examination. While the advisor shall be present at the examination, they will not be a part of the examining committee. The examination will be approximately one hour's duration. Two grades will be assigned: one by the advisor upon the student's work over the two semesters as reflected in the Honours Essay, the other by the examining committee based on the student's paper and performance in the oral examination. The Honours/Graduate Committee recommends that the two grades be assigned a 70% : 30% ratio.

Extensions may be granted only in exceptional circumstances. Before the last semester of their degree program, students must submit a revised version of their best paper to the professor for whom it was written. The professor and one other professorial reader will certify that the revised paper is suitable as an Honours Paper (March 11, 1992).

6.3 Concentration in Creative Writing

English majors or honours students may select an optional concentration in creative writing by completing the following courses within their major requirements.

1. ENGL 251 and 252
2. Two of ENGL 352AA-ZZ, 353, 354, or any 400-level ENGL course designated as Creative Writing. The student must do work in at least two different genres.

It is strongly recommended that students also complete one or more courses in both Canadian literature (ENGL 213, 312-315AA-ZZ) and Aboriginal/First Nations literature (ENGL 310-311AA-ZZ). Students are encouraged to complete ENGL 351 (when available). The creative writing courses CREE 209 and SAUL 209 are also recommended. CREE 340 and/or SAUL 340 (focusing on oral traditions) may also be of interest to some students.

6.3.1 Honours Paper with a Concentration in Creative Writing

TBA

6.4 Minor in English

Students must complete 7 classes:

1. ENGL 100 and 110.
2. Any two 200- or 300- level ENGL courses or ARC 200, HUM 260.
3. Any three 300-level ENGL courses.

6.5 MA in English

Please consult the Department's website

<https://www.uregina.ca/arts/english/graduate-studies/index.html>.

6.6 Special Case PhD in English

Please consult the Department's website

<https://www.uregina.ca/arts/english/graduate-studies/index.html>

7.0 COURSE REGULATIONS

7.1 ENGL 100: Critical Reading and Writing I

This course develops students' proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing.

The course ratio for ENGL 100 is 1/3 critical writing (see 7.1.2) and 2/3 critical reading (see 7.1.1)

7.1.1 Critical Reading in ENGL 100

Reading assignments in ENGL 100 are designed to:

encourage the transferability of reading skills through reading a wide range of texts, including different genres of literature, non-fiction, and academic prose; reading for a wide variety of purposes, including inquiry, learning, aesthetic pleasure, thinking, and acquiring information;

assist students in adapting to the reading demands of University-level study by:

- reading both intensively and extensively;
- illustrating how genres shape both reading and writing;
- illustrating how audience and occasion shape both reading and writing.

In order to meet these goals, instructors should strive for a balanced offering, in class and in assignments, of poetry, at least one of drama and fiction, and non-fiction prose drawn from a variety of academic and public fora.

The focus in ENGL 100 is reading and writing critically. We recognize that day-to-day classroom practice will vary, and that it may not be possible to discuss all of the assigned readings in every class; however, in order to assist students in adapting to the reading demands of the University, the amount and variety of assigned reading should provide students with the opportunity to hone reading strategies and proficiencies independently as well as through classroom instruction.

By the end of ENGL 100, students should be able to:

- apply a variety of methods to expand and retain both specialized and general vocabularies;
- apply tailored reading strategies to a variety of expository, persuasive, expressive, and literary genres;
- adapt their reading styles and rates to accommodate reading material from a variety of different disciplines;
- read a variety of genres analytically, accurately, and efficiently.

Specific areas to be covered are:

- analysis of target audience through textual cues;
- analysis of genre and its effect on audience and expectations;
- analysis of explicit and implicit structural elements of different texts;
- practice in pre-reading strategies, such as surveying, anticipating and predicting;
- practice in reading strategies, such as questioning, annotating and highlighting;
- practice in post-reading strategies, such as summarizing, paraphrasing, and review.

Assigned readings in ENGL 100 should be designed along the following principles:

- a range of genres and/or modes chosen from amongst the following and including at least one from each of the **Non-fiction and Academic Prose** and **Literature** categories:

Non-fiction and Academic Prose

academic prose, such as articles from the disciplines;
magazine and newspaper articles;
nonfiction;
other non-literary texts of instructor's preference.

Literature

poetry;
short stories;
plays;
novels;
creative non-fiction; memoir;
other literary texts of instructor's preference.

Work by at least one Indigenous North American author

At least one extensive reading project, that requires significant independent reading as well as some intensive classroom instruction, such as:

a novel;
a play;
a single-authored volume of poetry, short stories, or essays;
a collection of essays, poems, or short stories on a single theme or topic.

7.1.2 Critical Writing in ENGL 100: Composition and Number of Assignments

Writing assignments must be an integral part of the course, which should be structured and sequenced in such a way as to help students improve their critical reading and writing skills in a variety of genres and for a variety of audiences.

Writing assignments in ENGL 100 are designed to:

develop academic and critical writing skills by

focusing on a purpose;
illustrating writing as a series of tasks rather than a single task;
developing a range of flexible strategies for generating, revising, editing, and proof-reading texts;

encourage the transferability of writing skills by

analyzing and responding to the needs of different audiences;
analyzing and responding to the needs of different rhetorical situations;
writing for a variety of purposes, including inquiry, analysis, persuasion, and exposition;

assist students in adapting to the writing demands of University-level study by emphasizing writing as an informed dialogue between ideas;

emphasizing professionalism in standard format, structure, style, and tone; illustrating the demands of writing in both electronic and non-electronic environments.

By the end of ENGL 100, students should be able to:

- analyze and respond to a specific writing task in terms of audience, purpose, and occasion;
- apply a variety of strategies to develop and revise a written assignment;
- adapt tone and style to a variety of different tasks;
- integrate their own ideas with those of others, including citation and documentation;
- use conventions of format, structure, style, and grammar appropriate to the task;
- control surface features such as syntax, grammar, punctuation, and spelling.

Specific areas to be covered are:

- analyzing and solving problems;
- establishing argument-evidence relations;
- analyzing audience;
- analyzing purpose;
- analyzing rhetorical situation (occasion);
- citation, documentation, quotation, and paraphrase;
- practice in pre-writing strategies, such as concept maps, brainstorming, and outlining;
- practice in writing strategies, such as exposition, argument, persuasion, description, and narration;
- practice in post-writing strategies, such as peer review, editing, and proof-reading;
- sentence editing, with a focus on
 - wrong word and homonym errors;
 - comma errors, including unnecessary commas and missing commas;
 - vague pronoun references
 - faulty sentence structure, including fused sentences, fragments, and mixed constructions;
 - unnecessary or missing apostrophes;
 - faulty quotation, paraphrase, and documentation.

Evaluation

50% + on take-home writing assignments (essays and papers)

25% – 40% on final examination

A participation grade may be used in ENGL 100, but cannot exceed 10% of the total grade. If it exceeds 5% of the total grade it should be accompanied by assignments or tasks that can be re-assessed (Jan 2017)

Number and Nature of Assignments

All courses must include 4 to 6 writing assignments, of approximately 500 words or more each, planned according to the following principles:

a minimum of 3 take-home writing assignments, totaling approximately 3000 words; this total does not include pages in drafts or pre-writing work;
an additional 1 to 3 writing assignments including but not limited to in-class writing;
at least 2 of the writing assignments, take-home or otherwise, must be on literary topics.
one final examination, including at least one essay question, which essay is not included as one of the 4 to 6 writing assignments specified above. All English 100 classes must include this formal final examination, invigilated using a method approved by the University of Regina and valued at between 25-40%. Students in English 100 must write and pass the examination in order to pass the class.

Students who do not pass the final examination will fail the class with a grade of NP.

7.1.3 International Students in ENGL 100

All students in English 100 must demonstrate a basic fluency in the English language in order to pass the course. Students who are learning English as an additional language face many unique challenges in English 100. Instructors can facilitate the international student's need to develop and improve their English proficiency by directing them to resources that supplement their English class materials. Students may, for instance, be directed to International Student supports (such as the Global Learning Centre, UR International), and the instructor should also use a rhetoric and composition handbook with an ESL or EAL guide for international students. (Jan 2016)

7.1.4 Grading Standards in ENGL 100

Successful essays demonstrate:

a capacity to identify a problem in a given subject and to develop related ideas in a gradual sequence;

a sensitivity to a reader's responses or questions at each stage of the communication process;

a knowledge of how to correlate abstract or general ideas with concrete supporting or illustrating material;

a knowledge of sentence structure, the general rules of grammar, and how and when to apply these;

a familiarity with standard formatting (including documentation) conventions of academic writing.

Compositions that earn a mark in the 90% range are characterized by a maturity of thought and expression beyond that which can be reasonably be

expected of students in ENGL 100. “Maturity” may be demonstrated through originality of conception, willingness to expand ideas (critical thinking), ability to link ideas effectively (transitions), responsiveness to audience needs, an extensive and effective vocabulary, as well as knowledge of formal conventions and rules.

Compositions that earn a mark in the 80% range build new knowledge or reflect course content in fresh ways, challenging as opposed to simply regurgitating commonly accepted ideas or facts. They bring a fairly broad understanding of course material to bear on specific writing tasks. They are essentially free of formal or mechanical errors.

Compositions that earn a mark in the 70% range demonstrate an understanding of course content, and use this to provide reliable insight into a subject (such as a literary work or a controversial issue). They show organization, continuity, as well as appreciation of the audience’s need to track the writer’s meaning—they “teach” the reader and are relatively error-free.

Compositions that earn a mark in the 60% range show evidence of a rudimentary plan or organization and thus illustrate the student’s ability to develop an argument as well as carry out analysis. They may contain certain specific types of error (patterns of error), or isolated cases of accidental error, but are virtually free of serious, structural errors that interfere with communication from writer to reader.

Compositions that earn a mark in the 50% range are frequently characterized by a simple idea, not adequately explored, or by simplistic or muddy expression of an idea. Compositions that contain a widespread range of errors, or repeated errors of the same type, also fall into this category, largely on the basis of the instructor’s belief that, though the number of errors is large, their scope is small enough to make the student’s recognition and repair of them feasible. The 50% range might be thought of as a catch-all for marginal kinds of writing, either writing that is grammatically correct but says little, or writing that is marred by error but clearly shows evidence of thought.

Compositions that earn a failing grade are deficient in a significant number of ways: they lack original or creative thought, show little or no mastery of course ideas, fail to link arguments to supporting evidence, and are generally not in touch with the conventions and rules of academic discourse. Signs of these shortcomings may be failure to understand a specific writing task, to engage in problem solving, or to show connections between points.

7.1.5 Relative Emphases of Literature and Composition in ENGL 100

In ENGL 100 the content of the class will be two-thirds literature and one-third composition.

7.2 ENGL 110: Critical Reading and Writing II

7.2.1 Composition and Number of Assignments in ENGL 110

The courses focused on genres, themes, topics, or motifs and their respective viewpoints in ENGL 110 afford students the occasion to begin to understand the complex ways texts organize, inform, and frame our understanding of the world and the human condition. Students will continue to read for a wide variety of purposes, including inquiry, learning, aesthetic pleasure, thinking, and acquiring information.

The critical reading goals outlined in the description of English 100, which are not the work of a single term, will continue to shape the reading occasions we create. Regardless of whether the class is organized around topic, genre, or motif, students will come to understand that literary studies are part of a complex network of conversations that constitute a culture.

In addition, students in classes that focus on genre will come to understand how generic constraints are marked in texts, how genre shapes the reader's interpretation of the text, how genres arise and are transformed over time and how that transformation is an index to the concerns and anxieties of an historical moment.

Students in classes that are organized by theme or topic will have an opportunity to experience the way literature thinks about culture's significant ideas or articulates cultural preoccupations. They will have an opportunity to synthesize, to read and write comparatively between works to consider how those ideas or preoccupations are manifested and how they change over time or with context.

Classes organized by genre, theme, or topic will give students transferable reading skills that encourage them to consistently place what they read in the larger context of history, of similar kinds of texts, of radically different texts, and of the larger conversation about ideas which is human culture.

Samples of generically- or thematically-organized sections of 110 include "Psychological Gothic," "Irish Fiction," "Literature and the Environment," "Sympathy for the Devil," and "Twenty-first Century Dystopia."
(March 1, 2013)

A participation grade may be used in ENGL 110, but cannot exceed 10% of the total grade. If it exceeds 5% of the total grade it should be accompanied by assignments or tasks that can be re-assessed. (Jan 2017)

7.2.2 Literature in ENGL 110

Writing assignments must be an integral part of the course, which should be structured and sequenced in such a way as to help students improve their critical

reading and writing skills in a variety of genres and for a variety of audiences. There will be a minimum of two essays of 1,000 words and a research essay of 1,500 to 2,000 words.

The capstone writing assignment for ENGL 110 will be a research essay of 1500-2000 words. This assignment and the preparation to undertake it will speak to the fact that the academic project at a university constitutes a conversation among thinkers. The library is keen to help us with a library orientation for their students in preparation for this assignment and can do so whether the class takes place on or off campus.

By the end of English 110, students should have developed the skills

- to frame a research question
- to find and evaluate resources
- to summarize a scholarly debate
- to paraphrase a scholarly argument
- to understand when summary, paraphrase, or quotation are necessary for the purposes of their own argument
- to accurately and effectively introduce and quote resources in their own work without compromising the coherence of their paragraphs
- to understand MLA conventions for citing resources and to understand that other disciplines have their own conventions
- to create a Works Cited list

(March 1, 2013)

7.2.3 Relative Emphases of Literature and Composition in ENGL 110

In ENGL 110 the content of the class will be two-thirds literature and one-third composition.

7.3 Intermediate (200-level) ENGL Courses

7.3.1 Writing Requirements

Students in all these courses will be required to write three papers of approximately 1000 words each, or the equivalent.

7.3.2 Goals of the Courses

The primary purpose of these classes is to give students practice in analyzing literary texts. The emphasis must be on applications of theory or approaches rather than on the theories and approaches themselves.

7.3.3 Place of the Courses in English Major or Honours Programs

Students intending to take a major or honours in English should be counseled to take two of these classes before proceeding to higher-level ENGL classes.

7.3.4 ENGL 211 and 212

7.3.5 ENGL 213

7.3.6 ENGL 221, 222, and 223

7.3.7 ENGL 251: Expository and Persuasive Writing

Goals

This class is intended to help students write effective expository essays. Some of the qualities that should be aimed for in the students' writing are unity, coherence, precision, fluency, clarity, interest, logic, and originality.

Prerequisites

ENGL 251 is not remedial; students must have a combined grade of 60% or better in two English classes numbered 100 or higher to take the class. The students should be expected to have mastered the mechanics of sentence structure and punctuation as a basic requirement for entering the class.

Criteria for Evaluation

ENGL 251 is not a class in the basics of writing; the sophistication of the students' ideas, the precision of their thinking, and their ability to address their audience are important considerations in evaluating their work.

Nature of Assignments

The students in the class will write a wide variety of expository essays. However, the genres usually taught in creative writing classes should be avoided.

Number of Assignments

It is a basic principle of ENGL 251 that students acquire writing skills mainly through frequent practice. No fewer than eight compositions must be assigned during the semester in addition to other writing exercises. Many instructors will choose to require more. Revisions that are marked a second time may count as separate papers.

Enrollment Limit

The enrollment in ENGL 251 should not exceed 15 students per section (March 11, 1992).

7.3.8 ENGL 275: Literature and Popular Culture, and ENGL 276: Literature and Interdisciplinary Contexts (Feb 2018)

Goals: These courses are designed to attract both majors and non-majors to the study of literature in a variety of interdisciplinary contexts, relating literary works and literary interpretation to popular culture in its various media and to disciplines such as law, health, science, psychology, etc. The focus of the individual

offerings will be determined by the individual instructors in consultation with the Department Head.

Prerequisites: ENGL 100 and six additional credit hours

Criteria for evaluation: Students will be evaluated on their ability to relate literature to interdisciplinary contexts and to popular culture forms.

Number and Nature of Assignments: One short paper (1,000 words), plus a midterm and a final exam.

7.4 300-level Courses

7.4.1 Assignments in 300-level Courses

Prerequisites: ENGL 100 and either ENGL 110 or completion of 48 credit hours***. (March, 2019)

Apart from examinations, the written assignments in 300-level courses should total no more than 12 pages (3000 words).

7.5 Honours (400-level) Courses

Term assignments for honours courses should amount to no more than 15 pages in total. It is suggested that a term paper and one short paper would be the most useful assignments, although instructors may wish to set one long paper instead. An examination is optional, but if given should be in addition to the paper or papers.

(Deletion April 26, 2013)

7.6 Graduate (800-level) Courses

Two papers amounting to (approximately thirty) pages should be assigned in graduate courses. A final examination is optional, as the instructor decides.

(Deletion April 26, 2013)

7.7 Directed Reading Courses

7.7.1 Undergraduate Directed Reading Courses

When a 200- or 300-level course required for completion of a degree in a semester is not available in the regular timetable of that semester, the Department Head may arrange for an instructor to provide the course in accordance with the following regulations:

1. The course must be similar in content and requirements to the course of the same number in the calendar.

2. The course must have a minimum of 20 contact hours between instructor and student.
3. The student will be required to write two papers or the equivalent, and a final examination.
4. A description of the content of the course and of the nature of the assignments must be approved by the Department Head.

7.7.2 Honours/Graduate Directed Reading Courses

1. Reading courses must be similar in focus to regular Honours or Graduate courses in the department (i.e., introductory or survey-type courses are not acceptable).
2. Students are allowed a maximum of two reading courses in their career in the department in total, and the courses are not to be taken from the same instructor in the same semester.
3. Reading courses must have a minimum of 20 contact hours between instructor and student.
4. Reading courses require at least two papers and a final examination.
5. A reading course will not normally be allowed when a similar regular course is to be offered within the twelve-month period following application. (November 1, 14, 1984)

7.8 Minimum Length of Courses

All English classes must be held over a minimum of a six-week period. All English writing classes, such as English 251, 252, 351, 352, and 353, must be held over a minimum of a 13-week period (May 18, 1993).

8.0 COURSE EVALUATIONS

8.1 Approved Form

In accordance with article 17.19 of the Collective Agreement, the Department has an approved course evaluation form. However, instructors who do not wish to use this form may make a written proposal to the Dean suggesting an alternate method of student course/instructor evaluation.

8.2 Procedures for Dealing with Teaching Evaluations

The evaluations are to be administered by a student in each course. The instructor of the course is not to be present when the evaluations are to be administered.

The student who has administered the evaluations will place the completed forms in the envelope supplied, seal the envelope, and bring it to the English Department office where it will be held until the instructor submits the final course grades. When the Department Head has approved the grades, the Department secretary will aggregate the data on the evaluations in accordance with 17.19 of the Collective Agreement. The original forms will then be returned to the instructor.

The summaries of aggregated data will be included in the instructor's file for the purposes of performance review. The instructor may choose whether or not to submit the original evaluations, including anonymous comments, to the performance review process.

Those wishing to have a more thorough consideration of their teaching in performance review should consult the list of kinds of information that can be used as evidence of good teaching in the [Faculty of Arts Handbook](#), appendix A section 2.2. (8.1 and 8.2 passed 12 April 2012).

9.0 SCHOLARSHIPS AND PRIZES

Please check <https://www.uregina.ca/safa/awards/SAMS/> for an up to date list of English undergraduate scholarships

Please check https://banner.uregina.ca/prod_apex/f?p=127:101:10514239297484 for an up to date list of English Graduate scholarships.

9.1 Adjudication of Scholarships

Scholarships and prizes in the control of the Department will be adjudicated by the Scholarships Committee.

9.2 Wascana Anthology Fund Student Travel Awards:

Drawing upon monies held in the Wascana Anthology Royalties Fund, the Department of English has annual funding available to support the professionalization of its registered graduate and undergraduate students, specifically through helping to defray the costs associated with the presentation of their work at off-site conferences. Funds permitting, then, up to five awards of up to \$500 apiece will be made each academic year, with a maximum of one award per year being granted to any single student applicant.

Interested students should apply by (electronic) letter to the Department Head, describing the conference they will be attending and the work they will be presenting. They should also append to this letter of application the following relevant documentation: their paper or abstract, evidence of acceptance of that paper or abstract, and a complete travel budget. Awards will be made on a first come, first served basis.

9.3 Sessional Instructor Professional Support Funding:

The Department of English has limited funding available to support current sessional instructors in their efforts at professionalization: e.g., for their travel to scholarly or pedagogical conferences or retreats, their pursuit of professional certification, or their taking of courses relevant to their work through the U of R or other institutions. Funds permitting, then, up to five awards of up to \$800 apiece will be made each academic year, with a maximum of one award per year being granted to any single applicant.

Interested instructors should apply by (electronic) letter to the Department Head, explaining the use towards which the requested funds will be put, and should also append any relevant documentation: e.g., in the case of conference travel, information on the event, evidence, if applicable, of acceptance of a paper or abstract, and a budget; in the case of ancillary training or certification, description of the program, proof of registration, and a detailing of costs. Awards will be made on a first come, first served basis.

10.0 PERFORMANCE REVIEW

All members of the Department who are subject to performance review (those on permanent, probationary, and term appointments) should familiarize themselves with article 17 of the [Collective Agreement](#) and with the Criteria for Performance Review, constituting Appendix A in the latest edition of the [Faculty of Arts Handbook](#).

All members of the Department being reviewed are strongly advised to submit the fullest possible evidence that they are fulfilling the duties appropriate to their rank.

In the Department, the Head is the first reviewer of performance after consultation with the Advisory Committee. (10.0 passed 12 April 2012).

10.1 Evaluation of the Department Head

As per the Faculty of Arts Criteria Document 2.5.1, initial evaluation of Department Heads, for both sabbatical applications and performance review, is done by the Associate Dean (Research and Graduate). These evaluations are then referred to an elected subcommittee of Dean's Executive and a recommendation is made to the Dean with regard to sabbaticals, career progress, merit, or promotion. The English Department's Advisory Committee is not consulted on the evaluation of the department head.

As per the Faculty of Arts Policy Handbook 3.2, near the end of a regularly-appointed Head's first full year of service, the Dean will invite feedback from all members of the Department as to the Head's performance in the role, and then meet with the Head to review an anonymized version of this feedback.

11.0 SESSIONAL HIRING PROTOCOLS

In accordance with 12.2.1 of the 2017-2021 Collective Agreement, all academic units shall have formal written procedures for making recommendations for, and appointments of, sessionals. These procedures shall follow the guidelines prescribed by the University Employment Equity and Diversity Policy and shall at a minimum stipulate what role the unit will assign to educational credentials, teaching expertise, and professional or other experience in assessing applications.

11.1 Procedures

The Department Head is responsible for vetting and recommending suitable candidates for appointment as sessional lecturers. The Head may consult with the Advisory Committee if necessary for their recommendation.

Applications should be divided into three groups.

1. Applicants with Priority
2. Applicants with Preference
3. Applicants without Preference

For each of the above stages, applications should be ranked according to the selection criteria. If there are cases where two or more candidates are equally qualified per those procedures, a decision will then be guided by the principles in Article 3.

11.1.1 Priority

Working from the priority list maintained and provided by Human Resources, the Faculty of Arts Dean's Office will circulate the list of sessional lecturer contracts across all departments to all sessionals who hold priority in the Faculty of Arts.

- i. Priority sessionals will be notified at least three weeks prior to the posting deadline (posting deadline is two months before the beginning of the semester).
- ii. Priority sessionals will have 2 weeks to respond indicating their interest in specific courses.
- iii. Priority sessionals shall be considered for a maximum of four (4) pre-posting offers.

The Dean's Office will circulate to the Department Head a list of priority sessionals and the courses they have expressed an interest to teach.

The Department Head will review the list. Using the Department's sessional hiring policy and the Collective agreement, the Head will recommend if the priority applicant should be awarded the contracts they have expressed interest in.

The list of recommendations will then be forwarded to the Dean for academic approval.

11.1.2 Preference and Non-Preference Sessional Recommendations

The Department Administrative Assistant will inform the Dean's Executive Assistant which date they will be posting vacancies on E-Recruit.

The Dean's Executive Assistant will email all preference members in the Faculty with the list of vacant courses. This email may be done twice; once for each posting date.

The Department Head will review all applications.

Using the Department's sessional hiring policy, the Faculty of Arts's preference list, and the Collective Agreement as guides, the Head will make their recommendations. Administrative Assistants will assist the Department Head in filling out the Sessional Recommendation Form.

Completed forms are to be forwarded to the Dean, Faculty Administrator, and Dean's Executive Assistant. If a sessional has not taught for the Department before, then a copy of the CV is to be included.

11.2 SESSIONAL HIRING PROCEDURES: QUALIFICATIONS AND SELECTION CRITERIA

For 300-Level Courses

For courses in the Literature Stream, a Ph.D. in the subject area will normally be required, OR an equivalent record of publication, OR the candidate will have successfully taught the course or its equivalent at the University of Regina or any of its federated or regional partners. For courses in the Creative Writing Stream, an M.A. or an M.F.A. in Creative Writing and a record of publication will be required.

For 200-Level Courses

For courses in the Literature Stream, a Ph.D. in the subject area will normally be required, OR an equivalent record of publication, OR the candidate will have successfully taught the course or its equivalent at the University of Regina or any of its federated or regional partners. Courses in the Creative Writing Stream may be taught by instructors holding an M.A./M.F.A. in a related discipline with experience in Creative Writing and a record of publication.

For 100-Level Courses

For courses in the Literature Stream, applicants must hold an M.A. or higher degree in English, or an M.F.A. or higher degree in Creative Writing. Courses in the Creative Writing Stream—including ENGL 152—may be taught by instructors holding an M.A./M.F.A. in a related discipline with experience in Creative Writing.

If two or more qualified Sessional Lecturers with Priority apply for the same course (or section), the course will be awarded to the instructor who is, on the basis of demonstrated expertise and past experience teaching the same or closely related courses, the most qualified to deliver the course in question. If two or more qualified Sessional Lecturers with Preference apply for the same course (or section), the course will be awarded to the instructor who is, on the basis of demonstrated expertise and past experience teaching the same or closely related courses, the most qualified to deliver the course in question.

11.2.2. Demonstrated expertise and past experience

Expertise and successful teaching experience can be demonstrated by evidence including but not limited to student evaluations, examples of syllabi from previously taught courses, or letters of evaluation by other colleagues. Applicants may choose which evidence of teaching effectiveness or potential for teaching effectiveness they wish to provide.

Applicants with proven ability in the development and instructional delivery of digitally-assisted modalities, or who can demonstrate the strong potential for the effective use of instructional technologies, will be considered the most qualified to deliver courses requiring such components, particularly remote, online, hybrid, or hyflex courses. Such ability can be demonstrated by evidence including but not limited to experience with digital learning technologies, evidence of digital course design, examples of syllabi or other course elements, or a portfolio of related work.

Successful applicants for all courses will be required to comply with the academic regulations regarding teaching outlined in the most recent edition of the Faculty of Arts' *Faculty Policy Handbook*, and should in particular familiarize themselves with the regulations regarding the cancellation of individual classes, the conduct of office hours, and the timely assessment of student work.

Successful applicants for courses with remote or online components will be required to use the University of Regina's Learning Management System and web conferencing applications.

11.2.3. Equity i.e. Article 3

Ex. In the case where two or more candidates are equally qualified per the above selection criteria and Article 12.2.1 of the Collective Agreement, "Sessional Appointment Procedures," a decision will be guided by the principles in Article 3 of the Collective Agreement.