

This syllabus has been provided as a reference tool for students considering this course. It has been modified to follow Senate regulations. Current students enrolled in any undergraduate course must obtain the most recent syllabus from their course instructor or from their course website. This is not the latest version.



Department of English & Writing Studies

Canadian Literature Survey English 2309E (001) Fall/Winter 2013-14

Instructor: Dr. D. Palmateer-Penne

Date/Time: Tuesday 3:30pm-4:30pm
Thursday 3:30pm-5:30pm

Location: University College 85

Prerequisites

At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

Antirequisite(s): English 2351E, 2352F/G, 2353F/G, 2354E, 2355F/G, 2356F/G and 3774E.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

This course fulfills 1.0 credits in almost all of the English program's degree options.

ENGL 2309E provides a solid foundation from which to pursue more specialized studies in Canadian literature and culture, While also cultivating skills, methods, and aptitudes for studying literature in other courses in the English program and in other disciplines in the humanities and social sciences.

Course Description

Spanning the period from imperial exploration to Confederation, to Modernism, Postmodernism, and the present day, this course examines selected examples and features of Canada's vibrant literary culture.

Three questions in particular will help to anchor our process of engagement, discovery, and analysis throughout the year:

- 1) What kinds of work are set into motion by the modifier "Canadian" in front of the word "Literature"?
- 2) What and how can literary texts tell us about Canada, about the making of a nation and its citizens?
- 3) Why do the answers to these questions, and the process of arriving at them, matter?

In a survey of literature in English written in and about Canada, ENGL2309E combines lecture, discussion, individual and collaborative work both in class and through the OWL online course site, as well as periodic workshops in skills development, including writing, research, and information literacy. (All work submitted for grading will be individually authored. Don't panic about collaborative work; just enjoy it as another feature of the learning process!)

As a foundational course in Canadian Literature in English, this survey selectively studies a wide range of writing, from the journals of explorers in the sixteenth, seventeenth, and eighteenth centuries to emigration and settlement literature of the eighteenth, nineteenth, and twentieth centuries, to the perspectives and literature of indigenous peoples from the nineteenth, twentieth, and twenty-first centuries, to a host of writers and issues contributing to Canada's more recent "official" multicultural turn and its international spectrum. Fortunately, we have two terms to get through it all!

Our two-volume anthology is entitled *Canadian Literature in English: Texts and Contexts*, edited by Professors Cynthia Sugars (U Ottawa) and Laura Moss (UBC). Studying literary texts in context means in part identifying and analyzing their aesthetic or formal properties as well as the times and places in which they are written. Studying literary texts in context involves in part reading government and other social and cultural documents alongside the literary texts (for example, selections from The British North America Act, The Multiculturalism Act, private letters, reviews, visual artifacts, and so on).

The editors' introductions, notes, and suggestions for further reading for each section of our two-volume anthology (and for each writer contained therein) provide valuable contextual information. Similarly, scholarship on Canadian Literature will provide another context for our consideration. In-class lectures and supplementary items posted to the OWL course website from time to time will provide further contextual materials through which to consider the literary texts in context, and in relation to our three main questions.

We will also, of course, read a number of selected novels, from early in the twentieth century to as recent as 2010. Our first reading for discussion in the fall term will be Sandra Birdsell's 2010 novel, *Waiting for Joe*.

Objectives:

Successful students who complete the course will be better able to:

- Know, comprehend, and analyze selected examples of Canadian Literature in English and selected examples of affiliated texts (government documents, literary criticism, etc.);
- Apply and synthesize your knowledge, comprehension, and analyses;
- Evaluate others' analyses of the materials studied and materials similar to what we have studied.

With sufficient attention, engagement, discipline, rigor, and commitment on your part to your own learning in relation to what is studied and taught, and recognizing that writing, reading, and research skills vary from individual to individual, and may vary within an individual's own work as well, you will be enabled to meet, with varying degrees of success, the following learning outcomes by the end of the course:

Knowing and comprehending:

- Many examples of Canadian Literature in English, from the period of exploration in the sixteenth century to works by contemporary authors in the 21st century;
- Historical contexts about the making of Canada as represented in selected historical documents and literary works;
- Key concepts used by selected literary critics (some of whom will also be creative writers) of Canadian Literature in English, to characterize and account for the particularities of reading and writing Canadian Literature in English across its history to date.

Examples of assessment of how well you are meeting the objectives **to know and to comprehend** the course materials: Assessing your knowledge might take the form of asking you to define “imperialism” as used in 19th-century Canada, or to name the Confederation Poets studied in the course. Assessing your comprehension of Confederation poetry might take the form of asking you to differentiate between its treatment of nature and landscape and the treatment of nature and landscape in the literature prior to the Confederation period. Assessing your knowledge and comprehension of the course materials might take the form of asking you to summarize a journal article by a contemporary critic. (Comprehension is assessed by your demonstration of what you can do with what you know in relation to questions or tasks asked of you.)

Applying what you know and comprehend to new pieces of literature and criticism, both for readings to be done later in the daily schedule but also, on occasion, for a new reading for an assignment, such as an essay or examination.

Examples of assessment of how well you are meeting the objective to apply your learning: Assessing your application of key concepts, themes, etc. might take the form of asking you to demonstrate how the concept of “the garrison mentality” characterizes both a work studied from the 17th or 18th century and a later 20th-century work.

Analyzing selected literary works and literary criticism of Canadian Literature in English and its contexts (for example, to see patterns and explain how they produce meaning, or to exhibit a contradiction in the making of Canadian identity; to identify components of a work or an argument and their relations to each other in producing meaning or other effects).

Examples of assessment of how well you are meeting the objective to analyze the course materials: Assessing your analytical capabilities might take the form of asking you to compare and contrast two different love- and-marriage stories in the same literary work (or between two or more works) and how the similarities and differences are connected to and illuminate or explain themes about the development of Canada as a nation.

Synthesizing what you are learning about Canadian Literature in English, its contexts, and literary criticism about it. For example, you should be able to generalize from particulars, to relate information from one work to another or from one period to another, etc., in order to draw conclusions or to create a new way of thinking about the literature or the concepts. (Synthesis requires you to combine components of knowledge, comprehension, analysis, and application for a new outcome). Examples of assessment of how well you are meeting the objective to synthesize the course materials and your learning: Assessing your ability to synthesize what you are learning might include asking you to develop a final examination for the course that would test all of these learning outcomes using the required readings for the course, and to provide a rationale for why this would be a good and fair examination; or an assignment that asked you to rearrange the required readings by some means other than the more or less chronological pattern that has been followed in the current syllabus, and to explain why you think it would be an effective rearrangement.

Evaluating interpretations of or arguments about or perspectives on Canadian Literature in English. For example, you should be able to conclude whose interpretation of a particular novel or poem is the more convincing or valuable and why; or you should be able to assess the value

of a concept about Canadian Literature in English by applying it to the literature studied (while understanding that our reading list is a limited one), etc.

Examples of assessment of how well you are meeting the objective to evaluate the course materials and others' use of them: Assessing your ability to evaluate what you are studying might take the form of asking you to discriminate between arguments, to support or rank or recommend an argument or interpretation or perspective, or to make choices and explain why, based on identifiable parameters. You might be asked to assess the contributions your classmates make to a Forum on a particular topic (e.g., to identify the top three contributions and to be able to explain why you think those are the top three), or to evaluate a classmate's draft work, etc.

Please do not hesitate to ask questions. Questions are part of sound learning, and questions help to improve teaching for improved learning

Course Materials

Required Texts:

Anthologies (for selected historical documents, poetry, essays, short fiction, and visual documents):

Cynthia Sugars and Laura Moss, eds, Canadian Literature in English: Texts and Contexts, Volumes I and II.

Novels:

Frederick Philip Grove, *Settlers of the Marsh*
John Marlyn, *Under the Ribs of Death*
Sheila Watson, *The Double Hook*
Margaret Atwood, *Surfacing*
Margaret Laurence, *The Diviners*
Timothy Findley, *The Wars*
Michael Ondaatje, *Coming Through Slaughter*
Wayson Choy, *The Jade Peony*
Michael Crummey, *River Thieves*
Sandra Birdsell, *Waiting for Joe*

A small number of selected materials not readily available in print may become available in a course pack or via the OWL course website as on-line or digital readings. Information on such readings will be provided in the form of a message sent to class members' uwo.ca e-mail accounts, from the OWL course website

Methods of Evaluation

Fall 2013 term (for 30% of your grade)

500-word analysis due Week 2	5%
Short In-class test Week 5	10%
750-word analysis due not later than Week 9	15%

<i>Winter 2014 term (for 70% of your grade)</i>	
250-word Annotation of an assigned scholarly article due Week 2	10%
2500- to 3000-word Research Paper and related materials (early Winter 2014 identification of topic and working bibliography, annotations of 3 to 5 most significant secondary sources, and the final paper)	25%
Comprehensive Final Examination written in the timeslot posted by the Registrar's Office (covering materials studied in both fall and winter terms)	35%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

Assignments:

NOTE on submitting out-of-class work: Unless otherwise indicated, out-of-class assignments must be submitted either directly to the instructor or TA during regular class time or to the drop box in the English department. Do not slide papers under office doors.

Written work prepared outside of class must conform to the MLA formatting guidelines, tips for which are available at:
<http://wwwuwo.calenglishlundergradiinfo-for-students.html>

Late work will be penalized at a rate of 10% per day or part thereof, including Saturdays, Sundays, and religious and statutory holidays, except where academic accommodation is granted by the Academic Counselling Office.

For **missed in-class work** for grades, accommodation must be sought through the Academic Counselling Office. Instructors and departments do not grant academic accommodation: it must be sought using the appropriate procedures and forms through the Academic Counselling Office.

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.