

Department of English & Writing Studies

Canadian Literature Survey**English 2501E (001)**

Fall/Winter 2020-21

Instructor: Donna Palmateer Pennee**Course Day/Time:** M12:30-2:30; W12:30-1:30 (See OWL course site for links to Zoom class meetings)**Course Location:** Online, Synchronous**Antirequisites:** [English 2354E](#), [English 2356F/G](#) and [English 3774E](#), or the former English 2309E.**Prerequisites:** At least 60% in 1.0 of English 1020-1999 or permission of the Department.

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.

Course Description

What does literature tell us about the making of a nation and its citizens? Spanning the period from imperial exploration to Confederation to the present day, this course examines Canada's vibrant literary culture. Students will encounter a diverse range of genres and authors, from accounts of early explorers to current internationally acclaimed and award-winning writers. The reading list includes several BIPOC (Black, Indigenous, and People of Colour) authors.

Objectives:

By the end of the course, successful students will be able to:

- **know (i.e., to identify, recognize, recall), comprehend, and analyze** selected examples of Canadian Literature and selected examples of affiliated contextual texts (government documents, literary criticism, etc.)
- **apply, synthesize, and communicate** your knowledge, comprehension, and analyses in written forms
- **evaluate** others' analyses of the materials studied and materials similar to what we have studied
- **conduct research** in Western Libraries research ecosystem
- **prepare a bibliography** in the most recent MLA (Modern Language Association) format
- **prepare an annotated bibliography** of best sources for your research paper
- **write a research paper** that is in conversation with current scholarship in literary studies
- **appreciate** how literary works, in form and in content, can both reflect and refract knowledge about Canada
- **liaise** socially and professionally in an online learning environment
- **self-motivate and self-manage** in an online learning environment

Course Materials

Required Reading:

The following anthologies:

- *Canadian Literature in English: Texts and Contexts*. Volume 1. Ed. by Cynthia Sugars and Laura Moss. Toronto: Pearson Longman, 2009.
- *Canadian Literature in English: Texts and Contexts*. Volume II. Ed by Laura Moss and Cynthia Sugars. Toronto: Pearson Longman, 2009

From these anthologies we will read excerpts from exploration narratives by Jacques Cartier, Samuel de Champlain, the Jesuit Missionaries, and Samuel Hearne; early white settlement literature such as Oliver Goldsmith's long poem *The Rising Village*, excerpts from white settler "guides" by Catharine Parr Traill and Susannah Moodie, and the Black emigration guide by Mary Ann Shadd; works by the Confederation Poets, Modernist Poets, Modernist writers of short fiction.

PLUS: Short stories, poems, and essays by a wide range of contemporary writers that will include both white and BIPOC (Black, Indigenous, and People of Colour) authors such as Alice Munro, Margaret Atwood, Austin Clarke, George Elliott Clarke, Rohinton Mistry, Dionne Brand, M. NourbeSe Philip, Jeannette Armstrong, Marilyn Dumont, Katerena Vermette, Leanne Betasamosake Simpson, Rita Wong, and Madeleine Thien.

The following five novels:

- L.M. Montgomery, *Rilla of Ingleside* (1921): this novel is available in various editions for (free) downloading through archive.org (which will save money but we'll probably all have different page numbers when it come time to discuss the novel) (lots of e-book editions available through internet bookstores too)
- Timothy Findley, *The Wars* (1977)
- Joy Kogawa, *Obasan* (1981)
- Thomas King, *Truth and Bright Water* (1999)
- David Chariandy, *Brother* (2017): this novel is available for library loan in multiple copies, though not enough copies for the entire class of course.

The Findley, Kogawa, King, and Chariandy titles are being considered for a pilot via Western Libraries, Controlled Digital Lending, that would permit 2-hour loan, 1 user at a time, no copying or downloading of digitized copies of these novels. However, given that your research essay will be on one of the novels and that you will need to read that novel twice to write your essay, I strongly encourage you to buy paper copies of the novels if at all possible.

Some required readings that are not in our anthologies (e.g., scholarly articles) will be available through the Course Readings service via Western Libraries. The Bookstore is ordering paper copies of the anthologies and novels: check with the Bookstore on their mode of delivering your books to you!

Methods of Evaluation see Syllabus menu item in OWL Course Site for detailed handout on methods of evaluation

The grade for the course will be arrived at as follows:

- 40% Small assignments to test your knowledge, understanding, and synthesis of the readings, while developing your analytical writing skills, to help you stay on top of the course materials in a timely and developmental way (fall and winter terms). One of these assignments will be to plan the format and content of a mock final examination for this course.
- 30% Mix of small and medium assignments and activities that may be more creative and exploratory to help you develop analytical and evaluative skills and discernment as well as communication skills in sharing your work with peers (fall and winter terms).
- 30% Research Paper (due in the winter term), which will bring together knowledge, understanding, analysis, synthesis, and evaluation and discernment skills. After consultation with the instructor on a topic/writer/text, you will conduct research to prepare a preliminary bibliography of research sources on your topic, a narrowing of your preliminary findings to an annotated bibliography of the two to three sources with which your own paper will be most “in conversation,” and a full draft of your paper for both peer and instructor feedback prior to submitting the final draft of research paper.

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/Student%20Information.html>.

General Information

Modes of Learning:

- Each module of the course will come with a set a learning objectives to orient you to the learning activities for the unit and to help you monitor your forward movement through the course in a timely way.
- The course site in OWL (Sakai) will be the hub of the course for course materials and instructor communications with the class as a whole (apart from scheduled meetings via Zoom and e-mail communication).
- We will be having synchronous Zoom sessions with the whole class that will include break-out sessions into smaller groups.
- We are scheduled to have 3 synchronous class hours per week, each Monday from 12:30-2:20pm and Wednesday from 12:30-1:20pm.
- Additional hours for meeting via Zoom can be arranged as necessary to ensure the quality of your learning and help you to maintain motivation, understand the course materials, and manage your course workload. The instructor will be available for virtual meetings with students individually, in pairs, or in small groups. E-mail the instructor to arrange an appointment or use the posted Zoom office hours (to be announced).

Note: I cannot guarantee that synchronous class time will be recorded for later use (just as I would not guarantee that f2f classes would be recorded and available at a later date).

Late penalties of *10% of the value of the late assignment* will be applied (e.g., if your research paper, worth 30% of your grade, is late by one day or part thereof, your paper would lose 3 marks: instead of starting with a possible 30/30 marks, you would drop down to 27/30 marks before I begin grading the paper).

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

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

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

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>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

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.

Timetable See **Weekly Schedule (under Syllabus menu item in OWL course site)**

As noted above under Modes of Assessment, a variety of short to medium pieces of writing will be required through both the fall and winter terms for 70% of your course grade. Group work will be a regular feature of the course, but not for group grades: see Methods of Evaluation handout in OWL Course Site, under the Syllabus menu item.

The research paper (30% of your grade, winter term) is phased, developmental work, from identification of a topic/writer/text in consultation with the instructor, to preparing a preliminary bibliography of academic sources about that topic/writer/text, to preparing an annotated bibliography of the 2 or 3 best sources with which your paper will be “in conversation,” to drafting the full essay for peer and instructor feedback (and giving peer feedback on someone else’s draft work), to submitting the final paper.

These components of the process will be scheduled across the winter term at roughly two-week intervals, though flexibility can be built in in consultation with the instructor about your work in progress. The final paper will be due in Week 11 of the winter term.