

**CAMOSUN COLLEGE – COURSE OUTLINE  
ENGLISH 292 (WINTER 2005)  
SPECIAL TOPICS: CANADIAN WOMEN'S SHORT STORIES**

**Instructor:** Elizabeth Simpson  
**Office:** 332 Paul Building  
**Class Day/Time:** M/W 2:30 – 3:50 PM  
**Office Hours:** M/W 4:00 – 5:00 PM (or by appointment)  
**E-mail:** [simpson@camosun.bc.ca](mailto:simpson@camosun.bc.ca) (w); [elizabethsimpson@telus.net](mailto:elizabethsimpson@telus.net) (h)  
**Location:** 216 Young Building (Gibson Auditorium)  
**Workload:** 3 hours in class; 6 hours out of class per week  
**Prerequisites:** English 150 and 160

**Texts:** Rooke, Connie, *The Clear Path: A Guide to Writing English Essays* 3<sup>rd</sup> ed. (Thomson/Nelson 2004)  
Sullivan, Rosemary, ed. *The Oxford Book of Stories by Canadian Women in English* (1999)  
Dictionary

**Course Description:**

Through the study of various writers, this course will investigate Canadian women's short stories from the works of Nineteenth and Twentieth century authors. Of the fifty stories in the text, readings will include, for example, works by such diverse short story writers as Catherine Parr Trail, P.K. Page, Alice Munro, Himani Bannerji, Judy Fong Bates, Anne Carson, Dionne Brand, and Shree Ghatage. The study will involve a focus on Canadian geography and history from early pioneer writing through modern urban impressions to post-modern reflections.

**Outcomes:**

While focusing on readings by Canadian authors, students will be encouraged to determine the context and other literary elements that bring life to these stories and to recognize both the general and individual characteristics of these readings that define them as Canadian literature.

**Critical Methods and Resources:**

While reading, discussing, and writing about the Canadian short story, students will concentrate on the following processes:

- Identify the socio-historical context of works and study these in terms of other works, as part of a literary continuum.
- Identify and account for recurring themes in Canadian stories.
- Compare and contrast various works and styles in order to understand the international success of Canadian short stories.
- Distinguish between the subjective and objective aspects of works in order to offer informed judgments about works under discussion.
- Identify the influence of dominant critical theories or movements in the context of the stories under class scrutiny.

- **Include the relevant textual evidence to support the ideas in each essay, as well as the appropriate citations for this evidence. (In-Text citations and a Works Cited sheet will be an integral part of all essay submissions.)**

**Evaluation:**

Each assignment will be preceded by detailed instructions and class discussion. No two essay or oral assignments will cover the same stories or focus:

<b>1. Author-Reading Responses: 4 readings/5 marks each</b>	<b>20</b>
<b>2. Pre-class Journals: 15 submissions/1 mark each</b>	<b>15</b>
<b>3. In-class analysis of one story</b>	<b>15</b>
<b>4. Comparison of two short stories</b>	<b>20</b>
<b>5. Oral presentation on short story</b>	<b>10</b>
<b>6. Final Examination on course content</b>	<b><u>20</u></b>
<b>TOTAL</b>	<b>100</b>

**Grading System:**

<b>A+</b>	<b>95-100%</b>	<b>C+</b>	<b>65-69</b>
<b>A</b>	<b>90-94</b>	<b>C</b>	<b>60-64</b>
<b>A-</b>	<b>85-89</b>	<b>D</b>	<b>50-59</b>
<b>B+</b>	<b>80-84</b>	<b>F</b>	<b>Below 50</b>
<b>B</b>	<b>75-79</b>	<b>INC</b>	<b>Incomplete</b>
<b>B-</b>	<b>70-74</b>		

**Students Responsibilities**

- 1. Attend class regularly. Phone or e-mail a message if unable to attend. Attendance will be recorded.**
- 2. Contribute to class discussion; request assistance; encourage and assist other students in group work.**
- 3. Read closely and critically all assigned readings from the text BEFORE class.**
- 4. Submit all assignments BEFORE class begins on due dates.**
- 5. Expect late penalty of 5% per day including weekends (no exceptions) for late submission.**
- 6. Demonstrate knowledge of MLA documentation.**
- 7. Plagiarism is a violation which results in a grade of zero and a record of this misdeed with administration.**
- 8. ALL ASSIGNMENTS MUST BE COMPLETED FOR CREDIT IN THIS COURSE. FAILURE TO COMPLETE EVEN ONE ASSIGNMENT WILL RESULT IN A FAILING GRADE.**

### **Instructor's Responsibilities:**

**The instructor will adapt the course to the appropriate level, follow the pre-set class schedule insofar as possible, function as a senior learner, share her own ideas and writing, stimulate and support the learning process of others, give every opportunity for success, provide knowledge and academic support as needed, facilitate cooperation and community, provide clear instructions and examples for assignments, comment helpfully, return work promptly, and treat students with respect, fairness, and honesty.**

**Author-Reading Series 2005: Compulsory attendance for the Author-Reading is necessary in order to complete responses worth 20% of final grade. Each response will follow specific rules and be graded out of 4 points. When students receive their graded work, they will correct the errors for the final 1 point:**

<b>Wednesday, January 26</b>	<b>John Gould</b>
<b>Monday, February 14</b>	<b>Wendy Valentine Morton</b>
<b>Monday, March 21</b>	<b>Bill Gaston</b>
<b>Wednesday, April 6</b>	<b>Surprise Guest</b>

### **2005 College Closures:**

<b>January 3</b>	<b>New Year's Day Holiday</b>
<b>February 11</b>	<b>College Connections Day</b>
<b>March 25</b>	<b>Good Friday</b>
<b>March 28</b>	<b>Easter Monday</b>