

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 270-001</b>  <b>Canadian Literature</b>  <b>2006F</b></p>
---	--

## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

(a)	Instructor:	Nigel Brooks	
(b)	Office Hours:	Tuesday: 1:00 - 2:00 Wednesday: 11:30 - 12:30 Thursday: 10:00 - 11:00	
(c)	Location:	Paul 327A	
(d)	Phone:	3302	Alternative Phone:
(e)	Email:	brooks@camosun.bc.ca	
(f)	Website:		

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

When reading Canadian literature, the student will be encouraged to make connections, evaluate works based on established critical criteria, and recognize both the general characteristics of Canadian literature as well as those of individual authors. Upon completion of this course the student will be able to:

1. Analyze Canadian literature from the nineteenth century to the present, with emphasis on post 1950 works and the rich diversity of authors and works.
2. Evaluate a variety of genres, which may include poetry, short fiction, novels, drama, and essays, according to critical precepts appropriate to the specific genre.
3. Compare works such as those from E.J. Pratt, Earle Birney, Dorothy Livesey, P.K. Page, Al Purdy, Margaret Laurence, Margaret Atwood, Alice Munro, Timothy Findley, and Rohinton Mistry while applying concepts that demonstrate the development of Canadian literature. Note that individual instructors may put a slight change of focus in this course by choosing one author over another, but the general tenor of the course will remain the same.

When discussing Canadian literature, the student will be encouraged to develop their own interpretations of the works using a variety of critical methods and resources. Upon completion of this course the student will be able to:

1. Identify the socio-historical context of the works and relate the works to others as part of a literary continuum.

2. Identify and account for recurring themes in Canadian Literature.
3. Compare and contrast various works, authors, and styles within the context of the overall development of Canadian literature.
4. Distinguish between the subjective and objective aspects of works in order to formulate informed judgements about the works being discussed.
5. Identify the influence of dominant critical theories or movements in the contexts of the literature studied.

When writing about the literature, the student will be expected to demonstrate their understanding of the above issues and to explain, support, and illustrate their interpretations of literature in essays and a final examination. Upon completion of this course the student will be able to:

1. Support their work with relevant textual evidence.
2. Document sources using current MLA conventions.

### 3. Required Materials

(a)	Texts	<i>A New Anthology of Canadian Literature in English</i> , edited by Donna Bennett and Russell Brown <i>The Tin Flute</i> by Gabrielle Roy <i>Solomon Gursky Was Here</i> by Mordecai Richler <i>Goodnight Desdemona</i> by Ann-Marie Macdonald
(b)	Other	

### 4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Week One: Introduction to course

From *The History of Emily Montague* by Frances Brooke

From *A Journey from Prince of Wales's Fort* by Samuel Hearne

From *Narrative of a Journey to the Shores of the Polar Sea* by

John Franklin and Dr. John Richardson

Week Two: From *Roughing It in the Bush* by Susanna Moodie, XXIII & XXV

Poetry by Charles G.D. Roberts

“The Marine Excursion of the Knights of Pythias” by Stephen Leacock

Week Three: “The Window” by Ethel Wilson

“Watching and Waiting” by Morley Callaghan

Week Four: Poetry by Earle Birney

“The Runaway” by Sinclair Ross

Week Five: *The Tin Flute* by Gabrielle Roy

Week Six: Poetry by Dorothy Livesay

Poetry by Irving Layton

Week Seven: “Varieties of Exile” by Mavis Gallant

“To Set Our House in Order” by Margaret Laurence

Week Eight: Poetry by Robert Kroetsch

Week Nine: “The Progress of Love” by Alice Munro

Poetry by Leonard Cohen

Week Ten: *Solomon Gursky Was Here* by Mordecai Richler

Week Eleven: “Hazel” by Carol Shields

“As Birds Bring Forth the Sun” by Alistair MacLeod

Week Twelve: “The Age of Lead” by Margaret Atwood

“An Easy Life” by Bronwen Wallace

Week Thirteen: “Swimming Lessons” by Rohinton Mistry

Week Fourteen: *Goodnight Desdemona* by Ann-Marie Macdonald

## 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	In-class tests: 10% In-class discussion: 10% 1000 word essay 15% Mid-term exam 20% 1500 word essay 20%
(b)	Quizzes	
(c)	Exams	Final exam 25%
(d)	Other (eg, Attendance, Project, Group Work)	

## 6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7

80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

--

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED