

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 270-001 Canadian Literature Winter 2007</p>
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1. Instructor Information

(a)	Instructor:	Dr. Candace Fertile		
(b)	Office Hours:	MTWR 1-2 or by appointment		
(c)	Location:	Paul 337		
(d)	Phone:	370-3354		
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)		

2. Intended Learning Outcomes

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

From Ink Lake edited by Michael Ondaatje
15 Canadian Poets X 3 edited by Gary Geddes
The Stone Diaries by Carol Shields
The Englishman's Boy by Guy Vanderhaeghe

4. Course Content and Schedule

Schedule (subject to change):

January

9 Introduction

January 11-25 Short Prose Fiction (in Ondaatje's *From Ink Lake*)

11 "The Painted Door" Sinclair Ross 81

16 "The Rain Child" Margaret Laurence 250

18 "The Moslem Wife" Mavis Gallant 344

"Miles City, Montana" Alice Munro 656

23 "Antigone" Sheila Watson 241

25 "The Man from Mars" Margaret Atwood 273

"The Management of Grief" Bharati Mukherjee 630

February

1-13 *The Stone Diaries* Carol Shields **FEBRUARY 6 ESSAY DUE**

15-27 *The Englishman's Boy* Guy Vanderhaeghe

March-April—Poetry (in Geddes' *15 Canadian Poets X 3*) **MARCH 6 ESSAY DUE**

"Seagulls" Pratt 6

"The Three Emilys" Livesay 21

"Bartok and the Geranium" Livesay 22

"In the Yukon" Gustafson 29

"Portrait of the Poet as Landscape" Klein 45

"Anglosaxon Street" Birney 52

"David" Birney 54

"Bushed" Birney 60

"The Bear on the Delhi Road" Birney 64

"The Country North of Bellville" Purdy 68

"The Cariboo Horses" Purdy 70

"Lament for the Dorsets" 73

"Laurentian Shield" Scott 96

"Whatever Else Poetry Is Freedom" Layton 103

"The Stenographers" Page 117

"Planet Earth" Page 127

"The Six-Quart Basket" Souster 135

"To Friends Who Have Also Considered Suicide" Webb 142

"God Is Alive" Cohen 159

"Britain Street" Nowlan 180

"Ypres: 1915" Nowlan 182

"The Animals in That Country" Atwood 286

"Progressive Insanities of a Pioneer" Atwood 288

"The Carpenter" Lane 306

"Elephants" Lane 303

"Touch Home" Lowther 351

"Two Babies in Two Years" Lowther 352

"Inventing the Hawk" Crozier 449

"A Kind of Love" Crozier 456
 "Post-Modern Literature" Mouré 494
 "Animals" Thesen 509
 "A Simple Poem for Virginia Woolf" Wallace 532
 "Pumpkins" Lilburn 544
 "The Geology of Norway" Zwicky 557
 "Body Politics" Halfe 603

APRIL 5 ESSAY DUE

APRIL 10-12 presentations on lyrics/poetry

5. Basis of Student Assessment (Weighting)

20% essay one (short story essay; minimum 1000 words)

20% essay two (novel; minimum 1000 words)

20% essay three (poetry; minimum 1000 words)

10% presentation on lyric/poem

30% final examination (during exam period in April)

6. Grading System

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 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.
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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.

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.

8. Further Information

Essays: Essays must be handed in on time and properly formatted. Use the MLA system of in-text citations with a Works Cited list at the end of the essay. If you use secondary material (the piece of literature is the primary source), you must examine more than one critical work. In all the essays you should think of yourself as the critic—a person who is creating an argument about works of literature using the best evidence possible—the literature itself. It is crucial to be clear and concise. In effect you are teaching the reader, so communicate as effectively as you can. Also keep in mind that a single correct interpretation is unlikely. I expect a reasonable argument backed up with evidence (quotations) from the literature. Any essay lacking quotations (excluding the examination) will automatically fail. You should also be selective in your choice of thesis: it should be of a level of complexity that can be handled in the assigned length. Making a few points in depth is preferable to a making many superficial comments. Try to stick to the word length, and put the word count at the end of your essay. The bulk of the essay should be comprised of your words, not quotations. Use standard manuscript format: leave one inch margins on all sides, double-space, use a title page, use an ordinary 12 point font, do not use headers with your name on each page, number the pages in the upper right hand corner, and staple the pages together in the upper left hand corner. No folders or covers, please.