



School of Arts & Science
ENGLISH DEPARTMENT

ENGL 270-01
Canadian Literature
2007F

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:	Laurie Elmquist		
(b)	Office Hours:	Tues. and Thurs. 12 noon – 2 p.m.		
(c)	Location:	Paul 332		
(d)	Phone:	370-3355	Alternative Phone:	
(e)	Email:	Elmquist@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: Bennett and Brown, *A New Anthology of Canadian Literature*, 2002
- (b) Novel (Do *not* buy before the first day of class; choose from a list of six novels)
- (c) Course Pack of Readings and Assignments
- (d) Ticket to the Belfry Theatre for *Homechild* by Joan MacLeod

4. Course Content and Schedule English 270

Date	Readings, Assignments, Discussion Topics
Wed. Sept. 5	Introduction to the course: English 270 <ul style="list-style-type: none"> • Cross-Canada Tour of Authors • Drama Assignment/Presentations/D2L
Mon. Sept. 10	Unit I: Short Fiction <ul style="list-style-type: none"> • Book club novels: give me your top 3 choices • “Survival” by Margaret Atwood (course pack) • More About Grosse Ile (course pack) • Susanna Moodie 93 - 122 • Margaret Atwood 783 – 784
Wed. Sept. 12	<ul style="list-style-type: none"> • Excerpt from <i>A Passion for Narrative</i> by Jack Hodgins about Point of View (course pack) • Sinclair Ross 397 – 408 • excerpt from <i>The Canadian Short Story</i> by Michelle Gadpaille (course pack) • Alice Munro 661 - 679
Mon. Sept. 17	<ul style="list-style-type: none"> • <i>Time for Everything</i> by Elizabeth Simpson (course pack). • Feminist Criticism (course pack) • Carol Shields 742 -756 (film)
Wed. Sept. 19	<ul style="list-style-type: none"> • Interview by Linda Hutcheon (course pack) • Michael Ondaatje 899 - 912
Mon. Sept. 24	<ul style="list-style-type: none"> • Student Presentations: Short Story

Wed. Sept. 26	<ul style="list-style-type: none"> • <i>Interview with Alistair MacLeod</i> by Stott, Jones and Bowers (course pack) • Alistair MacLeod 756 – 762 • Tomson Highway 1046-1055
Mon. Oct. 1	<ul style="list-style-type: none"> • Excerpt from <i>The Truth About Stories</i> by Thomas King (course pack) • Thomas King 914-917
Date	Readings, Assignments, Discussion Topics
Wed. Oct. 3	Exam: In-class essay <ul style="list-style-type: none"> • Guy Vanderhaeghe 1057 – 1072 • Rohinton Mistry 1074 - 1089
Mon. Oct. 8	Holiday (Thanksgiving)
Wed. Oct. 10	Student Presentations on Belfry Essay
Mon. Oct. 15	Unit II: Novel <ul style="list-style-type: none"> • Book Clubs meet and discuss first impressions, ideas, discussion questions.
Wed. Oct. 17	Due: Belfry Essay <ul style="list-style-type: none"> • Library Assignment Meet in the library classroom. <ul style="list-style-type: none"> • Research articles written about the novels. • MLA documentation: (in-text citations and Works Cited page)
Mon. Oct. 22	<ul style="list-style-type: none"> • Book Club • Discussion Questions continued
Wed. Oct. 24	<ul style="list-style-type: none"> • Writing the essay on the novel: framing the thesis, creating a balanced essay of research and original commentary, and integrating quotes from the novel and secondary documents (reviews, criticism, interviews).
Mon. Oct. 29	Student Presentations on Novel
Wed. Oct. 31	<ul style="list-style-type: none"> • Due at the <u>beginning</u> of class: Research Essay on novel for peer review
Mon. Nov. 5	Unit IV: Poetry E. Pauline Johnson (167 - 177) (film) <ul style="list-style-type: none"> • <i>The Song My Paddle Sings</i> 171 • <i>His Majesty the West Wind</i> 172 • <i>The Lost Island</i> 175
Wed. Nov. 7	<ul style="list-style-type: none"> • <i>Preface to an Uncollected Anthology</i> by Northrop Frye (course pack) • Lampman: A Confederation Poet (course pack) Archibald Lampman <ul style="list-style-type: none"> • <i>Heat</i> 179 • <i>Winter Evening</i> 186 • <i>In November</i> (course pack)

Mon. Nov. 12	Remembrance Day Observed (College closed)
Wed. Nov. 14	<ul style="list-style-type: none"> • <i>Music In Words</i> (course pack) <p>Earl Birney</p> <ul style="list-style-type: none"> • <i>Vancouver Lights</i> 379 • <i>Bushed</i> 385 <p>(film)</p>
Mon. Nov. 19	<p>Al Purdy (546-567) (film)</p> <ul style="list-style-type: none"> • <i>Say the Names</i> 567 • Critique by Susan Musgrave (course pack) • <i>Concerning Ms. Atwood</i> (course pack) • <i>Elegy for a Grandfather</i> [1986] 559 • <i>Grosse Isle</i> 565
Wed. Nov. 21	Author Reading: Lorna Crozier
Mon. Nov. 26	<p>Bronwen Wallace (936 - 946)</p> <ul style="list-style-type: none"> • Interview with Janice Williamson (course pack) • <i>The Woman in this Poem</i> 937 • <i>Testimonies</i> 943 • <i>The Watermelon Incident</i> 945
Wed. Nov. 28	<p>George Elliott Clarke (1146 -1152)</p> <ul style="list-style-type: none"> • <i>An Impoverished Style: The Poetry of George Elliott Clarke</i> by M. Travis Lane (course pack) <p><i>The Adoration of Shelley, Whylah Falls</i> is a poem novel and consists of many poems. I'd like you to read seven (7) beginning with <i>The Argument</i> (1147) and ending with <i>Each Moment is Magnificent</i> (1152).</p>
Mon. Dec. 3	Student Presentations on Poetry
Wed. Dec. 5	Discussion about the final exam.
Exam Period (See exam schedule for date and location)	Final Exam

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

1. Participation ('Ten-minute' paper)	15
2. In-class essay on the short story	15
3. Author Reading	5
4. Essay on the Belfry drama	15
5. Essay on the novel	20
6. 10-min. oral presentation on poetry	10
7. Final exam	20

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
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 ^d course attempt or at the point of course completion.)
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.

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

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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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.

Students' Responsibilities

1. Attend class regularly (phoning or relaying a message if unable to be present). Attendance will be recorded each class.
2. Contribute to class discussion; request assistance; and encourage and assist other students.
3. Read closely and critically all assigned readings from the text *before* class.
4. Complete all assignments *before* class (as they are due at the beginning of each class).
5. **All assignments must be completed for credit in this course. Failure to complete even *one* assignment will result in a failing grade in the course.**
6. Hand work in on time (at the beginning of class on the due date). Late submissions must be negotiated and will be penalized 5% per day, counting weekends, up to a maximum of 5 week days, after which they will not be accepted.
7. In order to earn **participation** marks, students must be in class the day of the assignment.
8. Demonstrate knowledge of MLA documentation. Plagiarism is a violation of academic ethics which results in serious penalties; therefore, it is vital to give credit where credit is due. Use research/reference materials to support your ideas, not replace them, and make sure your documentation is accurate. For College policies regarding plagiarism, see Student Conduct Policy, "Academic Misconduct," in the Camosun Student Calendar.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED