



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

- Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Dr. Candace Fertile		
(b)	Office Hours:	Tuesday 12:00-3:00 (or by appointment)		
(c)	Location:	Paul 337		
(d)	Phone:	250-370-3354	Alternative Phone:	
(e)	Email:	fertile@camosun.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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) *An Anthology of Canadian Literature in English* (OUP), edited by Donna Bennett and Russell Brown
- (b) *All My Puny Sorrows* (Vintage) by Miriam Toews
- (c) theatre ticket to Belfry Theatre's production of *The Valley* (on Feb. 2-28)

#### 4. Course Content and Schedule (subject to minor change)

I suggest reading the selections before reading the introductions in the anthology.

January 11: Introduction

January 18:

Catherine Parr Traill “Letter IX” and “Letter X” (102-109)

Susana Moodie “The Fire” (135-139)

Charles G.D. Roberts “Tantramar Revisited” (194-195)

Archibald Lampman “The City of the End of Things” (243-245)

Duncan Campbell Scott “The Onondaga Madonna” (253)

Stephen Leacock “The Marine Excursion of the Knights of Pythias” (294-307)

Duncan Campbell Scott “To a Canadian Aviator” (265)

Frederick Philip Grove “Snow” (335-341)

E.J. Pratt from *Towards the Last Spike*: “The Spike” (380-383)

F.R. Scott “All the Spikes But the Last” (413)

Harry Robinson “Coyote Challenges God” (415-418)

January 25

Sinclair Ross “The Runaway” (451-461)

Ethel Wilson “The Window” (396 -405)

Margaret Laurence “To Set Our House in Order” (609-620)

Joy Kogawa “Obasan” (752-757)

Mavis Gallant “Varieties of Exile” (594-607)

February 1

Carol Shields “Hazel” (764-776)

Bronwen Wallace “An Easy Life” (982-989)

Margaret Atwood “The Age of Lead” (832-842)

Eden Robinson “Queen of the North” (1207-1222)

Alice Munro “The Progress of Love” (683-701)

elements of drama (for discussion, no selection from anthology)

February 8—no class (provincial holiday)

February 15

Thomas King “A Coyote Columbus Story” (949-953)

Jack Hodgins “The Crossing” (791-797)

M.G. Vassanji “Her Two Husbands” (1059-1068)

Madeleine Thien “Dispatch” (1268-1276)

Michael Redhill “The Flesh Collectors” (1194-1205)

February 22

essay due on short fiction

*All My Puny Sorrows*

February 29

*All My Puny Sorrows*

March 7

in class essay on *All My Puny Sorrows* (open book--you will need your copy of the novel, and you may use your own notes and a dictionary)

March 14

review of *The Valley* production due

poetry

A.J.M. Smith "The Lonely Land" (427-428)

A.J.M. Smith "The Wisdom of Old Jelly Roll" (432)

A.M. Klein "Portrait of the Poet as Landscape" (469-474)

Robert Kroetsch "Seed Catalogue" (649-665)

March 21- April 11 (March 28—no class—holiday)

poetry presentations

#### 5. Basis of Student Assessment (Weighting)

15% essay (due Feb. 22 at the beginning of class, 1200-1500 words)

15% in class essay (March 7, open book, minimum 1000 words)

15% review on *The Valley* performance (due March 14 at the beginning of class, 1000-1200 words, but may hand in earlier)

15% presentation on poetry (March 21-April 11)

10% in class work (includes participation; attendance matters)

30% final examination (during the exam period—do not make travel or work arrangements until after you know your exam schedule)

#### 6. Grading System 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](http://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.

<b>IP</b>	<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. <i>(For these courses a final grade will be assigned to either the 3<sup>d</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<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

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 the College web site in the Policy Section.

### Further Information

1. It is important that students read all the assigned material, complete all assignments, and attend all classes. (If you aren't here, you miss the fun.)
2. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor and usually require documentation. Late assignments will be accepted for seven days after the initial due date with a penalty of 10% per day, but these assignments will receive only a grade. You must get a faculty member to sign and date (with time) the late paper and then you should slide it under my office door if I am not in my office. And please send me a copy by email on the same day you hand in the paper copy.
3. In-class work that is missed will be dealt with on a case by case basis.
4. Plagiarism earns a zero.
5. As a courtesy to everyone else in the class, please turn off all devices (cell phones, laptops etc.) unless you have made arrangements with me. Repeat offenders will have to leave the room.
6. The best way to contact me apart from talking to me in class is to email me. I check email at least once a day and will reply within 24 hours. I do not usually read email on the weekend, so if you email me, I'll reply on Monday. Please put your course (English 270) in the subject line and include your name (first and last) if it's not clear from your email address. Otherwise, I'm likely to delete it. Also make sure the College has your current email address.
7. Welcome to the course. It's full of terrific literature to read and discuss.