

**FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE**

**English 372 (Winter 2015)
FUNDAMENTALS OF CANADIAN LITERATURE**

Instructor: Christian Bök
Phone: 403-220-8166
Office: SS-1140
Email: cbok@ucalgary.ca
Hours: Tue (10:00 AM – 11:00 AM), Thu (10:00 AM – 11:00 AM)

Course Description

This course provides a survey of Canadian literature from the Confederation period to the middle of the Postmodernist period, examining diverse works in terms of debates that have come to define the present context for literary analysis in this country. The course is divided into four topics, each of which addresses a separate, critical argument, including debates about literary canons, vanguard trends, feminist tropes, and colonial issues. The course discusses the diverse variety of cultural tensions that have arisen among competing interests, vying for equitable treatment within a community of critics. The course also discusses variegated strategies of interpretation, using these works as literary examples for study.

Required Readings

James De Mille: *A Strange Manuscript Found in a Copper Cylinder* (1888)
Archibald Lampman: *Alcyone* (1899)
Howard O'Hagan: *Tay John* (1939)
Elizabeth Smart: *By Grand Central Station I Sat Down and Wept* (1945)
Sheila Watson: *The Double Hook* (1959)
Leonard Cohen: *Beautiful Losers* (1966)
Gwendolyn MacEwen: *The Selected Gwendolyn MacEwen* (1950-1975)
Margaret Atwood: *The Handmaid's Tale* (1985)
John Mighton: *Possible Worlds* (1997)
Yann Martel: *Life of Pi* (2001)
Larissa Lai: *Automaton Biographies* (2009)
Ian Williams: *Not Anyone's Anything* (2011)

Course Kit:

Robert Lecker: "The Canonization of Canadian Literature"
Frank Davey: "It's a Wonderful Life: Robert Lecker's Canadian Canon"

Digital Options

A Strange Manuscript Found in a Copper Cylinder (James De Mille)
<http://www.gutenberg.org/files/6709/6709-h/6709-h.htm>

Alcyone (Archibald Lampman)
<http://www.gutenberg.org/files/22833/22833-h/22833-h.htm>

The Selected Gwendolyn MacEwen (Gwendolyn MacEwen)
http://books.google.ca/books?id=0DkUoIDLUBoC&printsec=frontcover&redir_esc=y#v=onepage&q&f=false

Other Resources

The Elements of Style by William Strunk and E. B. White

Glossary of Literary Terms

http://web.cn.edu/kwheeler/lit_terms.html

Any handbook that contains the MLA style for documenting citations in essays:

<http://owl.english.purdue.edu/owl/resource/747/01/>

Course Assignments

Initial Report (500 wds)	15%
Interim Report (500 wds)	15%
Group Lecture	15% (Graded by Students)
Group Report (750 wds)	15% (Graded by Lecturer)
Essay (1250 wds)	30%
Participation	10%

Note: All assignments must be completed and submitted in order to receive a passing grade in the course.

Initial Report: Students are required to generate a brief report about the topic of “canonization” in response to one of the essays by either Robert Lecker or Frank Davey. This assignment gives students a chance to get a diagnostic assessment about the quality of their writing in advance of other assignments. The instructor is going to provide guidelines for this report before the date of its submission.

Interim Report: Students are required to sign up, as scheduled, to write a short essay (worth 15% of the final grade), about a specific poem (or scene from the assigned play), handing in this assignment on its due date. The instructor is going to provide topics for this short essay in advance of the date for its submission.

Group Presentation: Students are required to form 16 equal teams of 3-4 participants (depending upon enrollment in the class), with each team being collectively responsible for delivering one presentation to the rest of the class. This assignment is designed to foster integrated behaviours of collaboration among the units of a group; hence, every member of a team must demonstrate their contribution to the presentation, with tasks delegated equitably among the members. Each presentation must be an audiovisual, pedagogical experience, in which the group teaches the class through the rehearsed delivery of detailed research.

Each presentation (worth 15% of the final grade) must take approximately 20 minutes to present and must prompt subsequent discussion by highlighting one of the key issues in the texts under study during the preceding week of lectures. Each presentation must incorporate research from an external resource, and students may want to distribute photocopies of any pertinent, reference materials to the class for consultation. Each group has discretion to conduct this lesson as the group see fit, but for the purposes of assessment, members may want to consider how they might like themselves to be taught, if given the chance to be students in their own seminars. All groups may wish to coordinate their collective endeavours during the week of their own presentations in order to avoid any redundancy in topics and themes.

All presentations are graded by each classmate in secret (according to a rubric supplied by the instructor). The grade for this work reflects the quality of both the insights and the analyses, delivered in the presentation: i.e. their topical relevance, their logical coherence, and their rhetorical eloquence. The group presenting does not participate in this process of marking for their own presentation. The members of the group instead fill out a rubric, themselves and their peers in the group, for the purposes of documenting the merits of their role in the assignment. The instructor discards the two greatest marks and the two smallest marks, awarded by the class, after which the instructor averages the remainder, giving this result to each member of the group: i.e. the group gets marked as a whole, and every member normally receives the same mark. The group must also submit a single report (approx. 3-4 pages), summarizing their research for subsequent evaluation at the end of the lesson. The report must include a statement, signed at the end by all members of the group, indicating their consensus that they approve of this submission. The instructor alone marks this assignment (worth 15%), awarding every member of the group the same mark for this effort.

Essay: Students are required to sign up, as scheduled, to write an essay (worth 30% of the final grade), doing so in order to present a detailed, critical examination of one novel studied in class, applying concepts learned over the term, using at least one external, academic resource in support of this assignment. The essay CANNOT be about the same book studied during work completed for the Group Presentation. The instructor is going to provide topics for this essay in advance of the date for its submission.

Participation: 10% of your final grade takes into account the quality of your constructive contribution to the class through your preparation, your attendance, and your discussion, over the course of the term.

Note: Much of this class involves consulting works of literature during lectures; consequently, students are required to have the texts to be discussed with them in class, including access of materials posted to D2L.

Note: Please make every effort to submit any assignments and manuscripts directly to the instructor. If you cannot do so, please take your assignment to SS-1152, where the work can be dated and then filed in the mailbox of the instructor. Please keep a copy of your assignment in case of loss. Staff in the office cannot return assignments to students under any circumstances. Emailed submissions are not accepted.

Note: Please be advised that there is no Registrar-scheduled exam to be undertaken for this course.

SCHEDULE FOR CLASSES

Jan 13: Seminar—Orientation

MODERNIST CANADIAN

Jan 15: LECTURE ON CANONIZATION
 Robert Lecker: “The Canonization of Canadian Literature”
 Frank Davey: “It’s a Wonderful Life: Robert Lecker’s Canadian Canon”

Jan 20: Archibald Lampman: *Alcyone*

Jan 22: James De Mille: *A Strange Manuscript Found in a Copper Cylinder*
DUE: INITIAL REPORT (IN CLASS)

Jan 27: Group Seminar: *A Strange Manuscript Found in a Copper Cylinder*
DUE: Report on Archibald Lampman (In Class)

01:

02:

Jan 29: Howard O’Hagan: *Tay John*

Feb 03: Group Seminar: *Tay John*
DUE: Essay on James De Mille (In Class)

03:

04:

POSTMODERN CANADIAN

Feb 05: Sheila Watson: *The Double Hook*

Feb 10: Group Seminar: *The Double Hook*
DUE: Essay on Howard O’Hagan (In Class)

05:

06:

Feb 12: Leonard Cohen: *Beautiful Losers*

Feb 17: READING WEEK: NO LECTURE

Feb 19: **READING WEEK: NO LECTURE**

Feb 24: Group Seminar: *Beautiful Losers*

DUE: Essay on Sheila Watson (In Class)

07:

08:

Feb 26: John Mighton: *Possible Worlds*

Mar 03: Robert Lepage: *Possible Worlds*

[WATCH MOVIE]

DUE: Essay on Leonard Cohen (In Class)

FEMINIST CANADIAN

Mar 05: Elizabeth Smart: *By Grand Central Station I Sat Down and Wept*

DUE: Report on John Mighton (In Class)

Mar 10: RESEARCH LEAVE (NO CLASS)

Mar 12: **RESEARCH LEAVE (NO CLASS)**

Mar 17: Group Seminar: *By Grand Central Station I Sat Down and Wept*

09:

10:

Mar 19: Gwendolyn MacEwen: *The Selected Gwendolyn MacEwen*

Mar 24: Margaret Atwood: *The Handmaid's Tale*

DUE: Essay on Elizabeth Smart (In Class)

Mar 26: Group Seminar: *The Handmaid's Tale*

DUE: Report on Gwendolyn MacEwen (In Class)

11:

12:

POSTCOLONIAL CANADIAN

Mar 31: Yann Martel: *Life of Pi*

Apr 02: Group Seminar: *Life of Pi*

DUE: Essay on Margaret Atwood (In Class)

13:

14:

Apr 07: Ian Williams: *Not Anyone's Anything*

[CLASS VISIT BY IAN WILLIAMS]

Apr 09: Group Seminar: *Not Anyone's Anything*
DUE: Essay on Yann Martel (In Class)
 15:
 16:

Apr 14: Larissa Lai: *Automaton Biographies*
[CLASS VISIT BY LARISSA LAI]
DUE: Report on Larissa Lai (In Class)
DUE: Essay on Ian Williams (In Class)

Policies for Grading

Grading System:

For each assignment, students can expect to receive a grade that includes a letter, plus a numerical conversion, expressed according to the following guideline of percentages: A+ (90-100%, Outstanding); A (85-89%, Excellent); A- (80-84%); B+ (77-79%, Very Good); B (74-76%, Good); B- (70-73%); C+ (67-69%, Average); C (64-66%, Satisfactory); C- (60-63%); D+ (55-59%); D (50-54%, Minimal Pass); F (0-49%, Fail).

Late Assignments:

The schedule for this course depends heavily upon students delivering their work on the specified, assigned dates. All students must submit their assignments by deadline to avoid any penalties for tardiness, unless arrangements have been made in advance with the instructor to accommodate crises. Any late assignments are penalized with the loss of one third of a letter grade for each business day late—for example, a paper that might have otherwise received a 'B' must receive the mark of 'B-' if the paper is submitted one day late). No papers can be accepted four business days after the due date. No extensions can be granted on assignments, except in cases of officially documented sickness or hardship.

Plagiarism Policy:

The use of any literary resource whatsoever without adequate citation constitutes a serious offense in the academy. Any attempt to plagiarize the work of another may result in failure on the paper, failure in the class, if not suspension or expulsion. For more information about plagiarism, please consult the following weblink: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events <http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

Guidelines on e-mail Etiquette:

<http://www.enough.utoronto.ca/computeruse/eetiquette.htm>

Library and Research Support:

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboym@ucalgary.ca
Find *The English Pages* research guide here: <http://libguides.ucalgary.ca/english>

Follow the Department of English on Facebook & Twitter:**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”
<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>, <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Academic Accommodation:

It is the students’ responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Emergency Evacuation/Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act: <http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.
<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>)

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.