

**Carleton University  
Fall 2023 Preliminary Course Outline  
Department of English**

**ENGL 3007: Reading (Canadian) Poetry**

**Prerequisites: third year standing or permission of the department.**

**Day(s) of the week / Time(s) of lectures Monday/Wednesday 10:05-11:25am  
Format: In-person, not suitable for online students**

**Instructor: Professor Collett Tracey  
Email: [Colletttracey@cunet.carleton.ca](mailto:Colletttracey@cunet.carleton.ca)**

**\*\*\*This is a preliminary syllabus only—texts and assignments are subject to change.  
A complete version will be available closer to the start of the term.\*\*\***

***Course Description:***

Canadian Literature has many negative stereotypes attached to it – that it is dull, boring or lifeless. My goal for this course is to explode these myths by introducing you to a series of great Canadian poems and to explore with you their context and meaning. We will begin by considering texts from the latter part of the 19<sup>th</sup> century including works by such poets as Archibald Lampman, Sir Charles G.D. Roberts and Duncan Campbell Scott. Then we will move into grounding ourselves in the work of the Canadian Modernists, including Irving Layton, Louis Dudek, Raymond Souster among others, before considering some Post-Modernists and contemporary writers. While we will consider many wonderful poems, we will also explore the difficulties these writers had in getting their work published, and how their personal, inter-personal and social lives shaped their work.

***Required Texts: (Available at the University bookstore)***

Geddes, Gary. Ed. *15 Canadian Poets x 3*. Oxford UP. Don Mills, ON 2006. (Note: Earlier versions of this text are acceptable so you should feel free to pursue the purchase of a used copy, as long as you are willing to find copies of poems that are not included.)

Norris, Ken. *Hotel Montreal*. Vancouver: Talon Books. 2001.

***Evaluation:***

There will be three forms of evaluation. Given that there is no final examination, a significant percentage of your final grade will be based on attendance and participation. The rest of the grade will be based on a seminar presentation that will take place during the term, and an essay that will be submitted during the final class. Grades for term work will be based on

insightfulness, originality, focus, organization of ideas, clarity of expression, scholarly rigor, correct use of MLA style, spelling and grammar.

Attendance & Participation: 30%; Seminar Presentation: 30%; Final Essay: 40%

*Note:* Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

***Class Participation/Attendance:***

Critical reading, writing and analytical skills cannot be learned from books alone. Asking questions about the readings and contributing to class discussions will help you better understand the material, hone your critical and interpretive skills. Therefore, you are expected to attend all classes. Attendance will be taken on a random basis and absences will be noted. **Students who miss four or more classes per term without an acceptable reason will not be able to pass the course.** You are also expected to bring the assigned text having read it and being prepared for discussion. If you do have to miss a class, it is your responsibility to get notes from another student. **Unless absolutely necessary, due to a disability, cellphones and laptops must be turned off during class time.** To promote active reading, I encourage you, though, to take notes by writing in the margins of your books and poems, and by marking off key passages that stimulate thought or discussion.

***Short Reflective Piece:***

Within the first six weeks of the course, you will be required to choose a poem that resonates with you and write a reflective response to it that is 1 to 2 pages in length.

***Seminars:***

You will be divided into small groups to facilitate more in-depth discussions about various texts. You will be required to do an in-class seminar in which you share, as a group, your collective understanding and research of a theme or issue. This can be done from a creative or academic point of view. With the understanding that some students are more extroverted or introverted than others, you will be able to participate in a way that is comfortable for you. However, whether or not you are actually presenting on the day of the seminar, you will be required to attend class and respond to questions from other class members. Each member of the seminar group will be asked to grade their peers on their contributions to the seminar, and themselves. The final grade, assigned by me, will take these evaluations into account.

***The Essay:***

You will be encouraged to devise your own essay topic in consultation with me. It should reflect ideas and material relevant to the issues that we will be discussing. Your essay can be an in-depth study of a single text or a thematic exploration across more than one text. The usual essay

rules apply: you will be expected to demonstrate a level of engagement and research that goes beyond the content covered in seminars, and the essay must be presented in correct MLA scholarly format. The essay must be typed and paginated. You should always keep a digital copy of your essay.