

**Carleton University  
Fall/Winter 2016-17  
Department of English**

**ENGL 2802C: Canadian Literatures**  
*Prerequisite(s): 1.0 credit in ENGL at the 1000 level.*

**Mondays and Wednesdays: 2:35-3:55**  
**Location: *Please confirm location on Carleton Central***

**Instructor:** Dr. Sara Jamieson  
**Email:** [sara\\_jamieson@carleton.ca](mailto:sara_jamieson@carleton.ca)  
**Office:** 1819 Dunton Tower  
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**Office Hours:** TBA

**Course Description:** This course introduces you to a wide variety of Canadian texts including novels and graphic novels, plays, poetry, popular songs, short stories and sketches, films, and exploration narratives. Through reading, writing, and discussion, the class will explore the ways in which these texts articulate and interrogate diverse narratives of Canadian history and identity.

Please note that English 2802 is a writing attentive course. In English 2802, “writing attentive” means the following:

Students will write at least one examination.

Students will write a number of formal essays in which they are expected to do the following:

- \*develop a thesis statement across each essay
- \*develop complex ideas using correct and effective expression, according to academic English practice
- \*develop literary reading skills through close analysis of poetry and/or prose passages
- \*use and cite evidence from primary texts appropriately
- \*develop secondary research and citation skills
- \*a portion of class time will be devoted to developing an improving essay writing skills and research essay skills

Note: prerequisites include a 1000-level credit in English or second-year standing.

**Reading List: SUBJECT TO CHANGE**  
**(texts available at Haven Books, 43 Seneca St., [613] 730-9888)**

Laura Moss and Cynthia Sugars, eds. *Canadian Literature in English: Texts and Contexts* (2 volumes)

Paul Quarrington, *King Leary*

Shelia Watson, *The Double Hook*

L.M. Montgomery, *Anne of Green Gables*

Jeff Lemire, *Essex County* (graphic novel)

André Alexis, *Fifteen Dogs*

Djanet Sears, *The Adventures of a Black Girl in Search of God*

Recommended: *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> Ed.

### **Assignments and Evaluation:**

#### **Term One:**

Early feedback assignment: 5% (Monday Sept. 26)

Close reading assignment #1: 10% (Wednesday Oct. 19)

Midterm test: 10% (Monday Oct. 31)

Close reading assignment#2: 10% (Wed. Dec. 7)

Class Contribution: 5%

#### **Term Two:**

Munro Beattie Lecture response paper **OR** quiz: 5% (response paper to be submitted within one week of the date of the Munro Beattie lecture on Thursday January 26; quiz to be held on Wed. Jan. 25)

In-class Essay (Feb. 27) **OR** Seminar Presentation **OR** Poetry Recitation: 10%

Research Essay: 15% (Wednesday, March 22)

Final Exam: 25% (scheduled exam period)

Class Contribution: 5%

#### **Bonus Marks:**

During the year, you will have the opportunity to earn bonus marks for attending literary events outside class time. Please provide proof of attendance and one mark will be added to your final grade for the course. These events include:

**The Ottawa International Writers Festival**, October 22-29 (attend ONE Writers Festival event to earn one mark) See <http://www.writersfestival.org> for details.

**Writers Festival events are FREE for Carleton students. Use your student card to purchase tickets online or at the door.**

**Versefest: A World of Poetry in Ottawa** (dates TBA; usually held in March) Attend ONE Versefest event and ONE mark will be added to your grade.

**Versefest events are FREE for Carleton students. Use your student card to purchase tickets online or at the door.**

#### **Description of Major Assignments:**

##### **Fall Term:**

**Close Reading Assignments:** Topics for these will be made available well in advance of the due date. Your assignment should be 4-5 pages in length. It should have a thesis statement, and develop a coherent and thoughtful argument supported by examples from the primary text(s). As these are close reading assignments intended to help you in developing your skills in the analysis of primary texts, secondary sources are not

permitted. Correct use of MLA format and correct grammar, spelling, and punctuation are required.

### **Winter Term:**

**Assignment in connection with Munro Beattie Lecture:** This assignment requires you to attend the 2016-17 Munro Beattie Lecture featuring Giller Prize-winning novelist André Alexis. The event is free of charge, and takes place on Thursday January 26 at 7pm on campus. Within a week of the event, you must submit a three page (12 pt. font, double spaced) response paper in which you describe and reflect on Alexis' lecture.

**Students who are unable to attend this event can instead earn the 5% of the course grade by writing a quiz on a selection of the required texts instead.**

### **Presentation/Recitation/In-class Essay**

Choose ONE of the following three options:

**In-Class Essay:** Write an essay on one of the topics that I will provide on the day of the essay. **Compare** the work of two authors in this essay. You may choose from any of the authors on the course list. This is an open book exercise, so you will need to quote directly from the texts that you discuss.

### **Presentations:**

This assignment gives students the opportunity to decide some of the course content by giving a presentation on a work of their choice from the Sugars and Moss anthology. All presentations should be no shorter than 10 minutes and no longer than 15 minutes.

Choose a **short work** (a poem, a very short essay or story or prose passage) from either volume of the Sugars and Moss anthology and teach it to the class. This will include a detailed critical analysis of the text. Examine the major themes and ideas that appear in the text. Remember to include some specific references to the writer's use of imagery, poetic devices, and diction in your analysis. You should be prepared to provide historical and cultural context when needed.

**Choose texts that are not on the course reading list.** You must inform the class one week in advance which text you will be looking at, so that we all have chance to read it. Presenters should be prepared to field detailed questions from the class and myself. Hand in your presentation notes to me after presenting. These notes do not need to be in the form of a formal essay, but should be typed and double-spaced and include references to any source material used.

**N.B.: You need to e-mail me with your idea in order to sign up and book a date for a presentation.**

**Poetry Recitation:** This assignment gives you the opportunity to recite a memorized poem in front of the class, and to reflect on how the experience of memorizing and declaiming a poem affects your understanding of its meaning. Choose a poem from the anthology to memorize: it must be a poem that is not on the course reading list, and it must be no shorter than 14 lines. Commit the poem to memory and recite it in front of the

class. After your recitation, you should be prepared to field detailed questions about its meaning from myself and from the rest of the class, and you must submit a brief analysis. What did you find particularly challenging about the exercise? How did the process enhance or otherwise affect your understanding of the poem? What is the value of memorizing and/or reciting poetry? You must inform the class one week in advance which poem you will be reciting, so that we all have a chance to read it.

**N.B. You need to e-mail with your idea for a recitation in order to sign up and book a date.**

**Research Essay:** This assignment requires you to submit a research essay six to eight pages in length. Topics will be distributed well in advance of the due date. The essay should have a thesis statement and develop an argument supported by secondary sources and by examples from the primary text. Correct adherence to MLA format and correct spelling, grammar, and punctuation are required.

**Attendance and Class Contribution:** This portion of the grade will be based on class attendance, preparedness, and the frequency and quality of contributions to in-class discussion. **In my experience, students who attend classes regularly stand a far better chance of doing well in the course than those who do not. This is in part because the final exam will test you specifically on material that has been discussed in class.** You are expected to attend every class, read the assigned material for each class, bring the assigned readings with you to class, and be prepared to answer questions and engage in discussion. Perfect attendance does not guarantee a perfect grade of 5/5 on the Attendance and Class Contribution component of the course. To attain a 5/5, you must attend regularly, and make regular and thoughtful contributions to class discussions. If you miss a class, it is your responsibility to find out what went on in your absence.

**Final Exam:** The exam will be scheduled by the registrar during the official exam period. It will cover material from the whole year, and will involve some combination of short answers, passage identification, and essay writing. No exam aids will be permitted.

**Classroom Courtesy:** While the internet can be a very useful in-class tool that enhances the quality of our discussions, **please refrain from randomly surfing the web and text messaging during class.** These activities are discourteous to the instructor and your fellow students. In my experience, the students who spend most of every class giggling at something on a computer screen or a phone do not tend to do as well as those who are alert and engaged with what is actually going on.

Please stay for the duration of the class; if you must leave early, I would appreciate it if you would let me know beforehand.

**Late Penalty:** For certain assignments, there will be a grace period of seven days during which there will be no lateness penalty. **This applies only to the Close Reading Assignment #2 and the Final Research Essay.** How you use this grace period is up to you; you can use all seven days on one assignment, or use three for one and four for the other, etc. Please make a note on your assignment of how many days you have used. Once you have used up these days, the penalty for lateness is 2% per day late. In case of illness or emergency, a doctor's note or appropriate document must be provided in order for an extension to be granted.

## **REQUEST FOR ACADEMIC ACCOMMODATION:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **ACADEMIC DISHONESTY (PLAGIARISM):**

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet.

Examples of plagiarism include, but are not limited to:

submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

**The consequences for plagiarism are severe: they can include failure on the assignment, failure in the course and possible suspension or expulsion from the university, and are issued by the Dean and the University Senate. For details consult the section on Instructional Offenses in the Undergraduate Calendar.**

**Class Schedule:**

**Week One:**

Wednesday Sept. 7: Welcome and Introduction

**Week Two: The National Game**

Monday Sept. 12: Paul Quarrington, *King Leary*

Wednesday Sept. 14: *King Leary*

**Week Three: Youth and Age in Canadian Literatures**

Monday Sept. 19: *King Leary*

Wednesday Sept. 21: *King Leary*,

**Week Three: Mythologies of “Northernness”**

Monday Sept. 26: John Franklin, *Narrative of a Journey to the Shores of the Polar Sea*  
(Sugars and Moss I, 92-102)

**Early Feedback Assignment due**

Wednesday Sept. 28: Franklin continued

Inuit Testimony of the 1845 Franklin Expedition (Sugars and Moss  
I 104-106)

**Week Four: The Franklin Myth in Contemporary Canada**

Monday Oct. 3: Margaret Atwood, “The Age of Lead” ((Sugars and Moss II)

Wednesday Oct. 5: “The Age of Lead” continued

Stan Rogers, “Northwest Passage” (Sugars and Moss II)

**Week Five: Settlement Narratives**

Monday Oct. 10: Thanksgiving (no class)

Wednesday Oct. 12: Susanna Moodie, selections from *Roughing It in the Bush* (Sugars and Moss I, 211-27)

**Week Six: Settlement Narratives continued**

Monday Oct. 17: *Roughing It in the Bush*, continued

Wednesday Oct. 19: Catherine Parr Traill, selections from *The Backwoods of Canada*  
(Sugars and Moss 1, 196-207)

**First Close Reading Assignment Due**

**Oct. 24-28: Fall Break (no classes)**

**Week Seven: Haunted Settlements**

Monday, Oct. 31: Midterm Test

Wednesday Nov. 2: Sheila Watson, *The Double Hook*

**Week Eight: Settlement Re-imagined**

Monday November 7: *The Double Hook*

Wednesday November 9: *The Double Hook*

**Week Nine: Literature and Indigineity**

Monday November 13: E. Pauline Johnson, "A Cry from an Indian Wife," "The  
Song My Paddle Sings," "The Corn Husker," (Sugars and  
Moss I, 395-400)  
excerpt from *The Indian Act* (Sugars and Moss 1, 321-24)

Wednesday November 15: E. Pauline Johnson continued

**Week Ten: Women Poets Past and Present**

Monday November 21: Isabella Valancy Crawford, "The Camp of Souls" (Sugars and  
Moss I, 343)

Wednesday November 23: Marilyn Dumont, selections TBA

**Week Eleven: Fiction for Young Readers**

Monday November 28: L.M. Montgomery, *Anne of Green Gables*

Wednesday November 30: *Anne of Green Gables*, continued

**Week Twelve: Fiction for Young Readers**

Monday December 5: *Anne of Green Gables*, continued

Wednesday December 7: **Second Close Reading Assignment Due**

*Anne of Green Gables*, continued

**Week Thirteen:**

Friday, December 9: First-Term wrap-up

**Winter Term Schedule:**

**Week One: Animal Stories**

Monday Jan. 9: André Alexis, *Fifteen Dogs*

Wednesday Jan. 11: *Fifteen Dogs*

**Week Two: Animal Stories continued**

Monday Jan. 16: *Fifteen Dogs*

Wednesday Jan. 18: Charles G.D. Roberts, “The Animal Story,”  
“When Twilight Falls on the Stump Lots” (Sugars and Moss 1 363-369)

**Week Three: Writing Place**

Monday Jan. 23: Michael Crummey, “Bread,” “What’s Lost,” “Newfoundland Sealing  
Disaster” (Sugars and Moss 2, 668-669)

Wednesday Jan. 25: Michael Crummey, continued

**Quiz (for people who did not attend Munro Beattie lecture)**

**Week Four: Drama**

Monday Jan. 30 : Djanet Sears, *Adventures of a Black Girl in Search of God*

Wednesday Feb. 1: *Adventures of a Black Girl in Search of God*, continued

**Week Five: Drama continued**

Monday Feb. 6: *Adventures of a Black Girl in Search of God*

Wednesday Feb. 8: Presentations / Recitations (readings TBA)

**Week Six: Presentations/Recitations**

Monday Feb. 13: Readings TBA

Wednesday Feb. 15: Readings TBA

**Feb. 20-24: Reading Week (no classes)**

**Week Seven: Food and Culture**

Monday Feb. 27: In-Class Essay (for students not doing presentations/recitations)



Wed. March 1: Fred Wah, from *Diamond Grill* (Sugars and Moss II, 558-63)  
The Chinese Immigration Act (Sugars and Moss I, 338)

**Week Eight: More Food and Culture**

Monday March 6: *Diamond Grill*, continued  
Robert Kroetsch, “Elegy for Wong Toy” (Sugars and Moss II, 320)

Wednesday March 8: Madeleine Thien, “Simple Recipes” (Sugars and Moss II, 695-701)

**Week Nine: “Road” Narratives**

Monday March 13: Bruce McDonald, dir.  
*Highway 61* (film to be screened in class)

Wednesday March 15: *Highway 61* continued

**Week Ten: More “Road Narratives”**

Monday March 20: Maria Campbell, “Jacob” (Sugars and Moss 2, 477-84)

Wednesday March 22: Thomas King, “Borders” (Sugars and Moss 2, 580-89)  
**Research Essay Due**

**Week Eleven: The Graphic Novel**

Monday March 27: Jeff Lemire, *Essex County*

Wednesday March 29: *Essex County*

**Week Twelve: Ontario Gothic**

Monday April 3: *Essex County*

Wednesday April 5: Exam Review