

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGLISH 471-01

WINTER 2019

COURSE TITLE: Canadian Literature from its Origins to 1950

M/W 3:30 PM – 4:45 PM Scurfield Hall 280

Instructor: Dr. W. M. Giles

Office: SS 1126

Phone: N/A: the English office is 403-220-5470 [The best way to reach me is by email]

E-mail: williammark.giles@ucalgary.ca

Office hours: Monday 2:00 PM – 3:00 PM or by appointment

Homepage/course website: D2L

The instructor acknowledges we are situated on the traditional territories of the people of the Treaty 7 region in Southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course description: From the *Calendar*:

A survey of Canadian literature from its beginnings to the middle of the twentieth century.

Course Hours: 3 units; H(3-0)

Prerequisite(s): 12 units of courses labelled *English at 300 level or above*.

What is CanLit? Indeed, what function does a nation-focused literature serve – or whose interests are served? By that I mean – whose interests as creators? As readers? As academics?

In a recent essay, “Not Refusing CanLit,” Laura Moss writes:

I hope that the recent toxic version of CanLit does not negate the important history of writing and thinking done across the country over centuries—by people across the political spectrum and often by people who had to fight hard to be seen and heard. This is not a celebration of literary history. It is a call to recognize that the incompleteness of Canadian literary culture is not a recent phenomenon. . . . Context contains memory and the spectres of national memory still haunt the present. (147; in *Refuse: CanLit in Ruins*, edited by McGregor et al, Book*hug, 2018)

Where to begin? We will work from different directions. As Moss suggests, we will examine some of the cultural skirmishes around CanLit and its colonial legacies (and decolonial resistance) that are current, yet whose origins reach far back. From another direction, we will attempt to frame questions around what a national literature is or should be (or whether it should be at all) – and reflect how the origins of these questions also reach far back. And from a third direction we will survey CanLit from its beginnings to the middle of the last century – historical records, poems, non-fiction, fiction; and while we must acknowledge that a national literature is not a genre, we can perhaps learn to recognize some identifying markers.

This is an ambitious scope of material to cover in a single term. As the class progresses in the first few weeks, we will find consensus on where to focus our energies – or perhaps find ways that different cohorts in the class can pursue different but connecting avenues of inquiry.

Let's get to work.

Note on Course Content:

We are studying a variety of documents and texts, some of which engage with issues of contact, exploration, and colonization; as such, students can expect some of the material to be explicit and/or possibly disturbing. Historical texts may have both manifest and latent elements of racism, misogyny, and trauma. Students who are concerned with or troubled by the readings and discussions are invited to discuss any concerns with me in person.

Texts and readings:

Duncan, Sara Jeannette. *The Imperialist*. 1904. New Canadian Library, 2008.

Moss, Laura and Cynthia Sugars, editors. *Canadian Literature in English: Texts and Contexts*, vol. 1. Pearson, 2008.

O'Hagan, Howard. *Tay John*. 1939. New Canadian Library, 2008.

Trehearne, Brian, editor. *Canadian Poetry 1920 to 1960*. McClelland & Stewart, 2010.

These books are available in the bookstore, but feel free to source them elsewhere. I recommend these editions of Duncan and O'Hagan for convenience as these are the ones I'll use and make reference to.

Other texts of prose, poetry, and criticism are available on D2L

You will be expected to bring your texts to class. Hardcopies are recommended, including printing out D2L material.

If you use an electronic device to access readings, please ensure that the texts are cued up and ready to go, so you don't waste time fetching and scrolling.

Assignments and Evaluation:

Assessments and assigning grades are parts of the institutional framework under which a university operates. They are a crude device that the instructor must use to signal to the institution and the external world that the learner has a certain competency in fulfilling assessment expectations. These devices may or may not be an accurate signal to the learner or to the world that actual learning has occurred. As much as possible, I attempt to foster a dialogic environment where a student can form a personal learning experience and contribute to a community of learning practice with their peers. Nevertheless, assignments and assessments are necessary within the framework; let's work together to make them ways to learn.

Class-Collaboration Projects: 15 %

In-class Mid-Term Examination: 20 %

Annotated Bibliography shared resource: 10%

Research Paper: 25%

Take Home Final Examination: 30%

There will be NO Registrar-scheduled final exam in this course.

There are no extra-credit assignments

Students must complete the in-class mid-term examination, the research paper, and the final exam in order to receive a passing grade on the course. A failure to complete any one of these assignments will result in a final grade of F.

**Assignment descriptions (detailed assignment descriptions and rubrics will be posted to D2L)
Class-Collaboration Projects: 15 % (3 at 5% each)**

Three times during the term – once in January, once in February, and once in March – course participants will engage in an in-class collaboration project. Each project will include research, discussion, and assembly of the project during the class time. The three projects are: A CanLit Timeline of Culture and History; Literary Map of Canada; and The Instant CanLit Anthology. The processes and results will be documented and posted to D2L. Those in attendance will use a D2L self-assessment tool to grade their contribution to the project. Students must be in attendance and participate in order to have access to the assessment. There is no make-up option, unless previous arrangements have been made with the instructor.

In-class Mid-Term Examination: 20 % Feb 13

An in-class mid-term examination consisting of short answer questions and an essay response.

Annotated Bibliography shared resource: 10% Feb 25 to Mar 18 (4 at 2.5 % each)

Each student will contribute one annotated bibliography item each week to D2L. These entries will be shared with all course participants. They must be in MLA citation format, and include a one- to three-sentence annotation describing the usefulness of the entry to research related to Canadian Literature. This resource is intended to provide a scaffolding of potential research sources that students can use for their essay.

Research Paper: 25% Abstract/Proposal due Mar 20 (5%); Paper due Apr 3 (20%)

Each student will write a research paper of 2500-3000 words (10-12 pages, not including Works Cited). Students are encouraged to develop their own lines of inquiry; however, the Instructor will provide a list of suitable research questions. Papers are to be submitted on D2L.

Take Home Final Examination: 30% Exam questions released Apr 8; exam due Apr 15

In lieu of a Registrar-scheduled final exam, students will complete a take-home examination, which will consist of two essay responses and a reflection. The exam papers are to be submitted to D2L.

A note on participation:

There is no participation grade. A course rooted in dialogic pedagogy and critical discourse demands active and engaged participation. This includes attendance, preparedness, conscientiousness in discussion (both knowing to speak to up, and knowing when to make room for others), professionalism, punctuality. You will be expected to read carefully all the assigned readings and to be able to discuss them with reasoned responses. We may not always agree with each other, but we will always respect each other.

In my courses I emphasize learning as an active practice. My goal is to allow agency to inhabit the learning experience – what you, the learners, *do* – rather than allowing agency to reside in prescribed expectations, or assuming it for myself. For some who arrive in my courses, the agency to make your own decisions and to take actions in pursuit of learning can seem daunting. I am here as a kind of mountaineering guide – I point out the trails, offer some training on specific equipment, give insight into the environment around us, encourage or correct as required, but each of you and the expedition team as a whole must shoulder your own packs, and strive for the summit on your own terms.

If you are going to be late or absent, it is polite and professional to send an email **before** class. I do not require reasons or documentation. If I am informed in a timely and professional fashion, then I can consider options for making up missed work.

Assignment submission instructions

- No assignments will be accepted by email.
- The class-collaborative projects will be completed in-class. They require your bodily presence to actually do the necessary activities. Students who participate will complete a D2L-based self-assessment.
- The mid-term exam will be written in class, using UCalgary exam booklets or other paper media. The instructor may consider allowing laptops to be used for the in-class mid-term, in which case the student will upload the exam to a D2L assignment dropbox.
- Bibliography submissions, the research essay, and the take-home final will all be submitted to D2L.
- All written work submitted to D2L MUST conform to MLA formatting, including double spacing, 12-point font (Times New Roman preferred), name and page number on every page. Single spaced work, work without names and page numbers, and work in other font sizes will not be marked and assigned a grade of F
- All attachments must be in either Word (doc or docx) or PDF format. Files submitted in other formats will not be opened and assigned a grade of F.
- Empty, partial, or corrupted files will be assigned a grade of F.
- Files uploaded to D2L must have the following naming convention: YourLastName-ENGL471-AssignmentName. Files submitted lacking your name and the course number in the filename will not be opened and assigned a grade of F.
- Files uploaded to D2L must have alphanumeric-only filenames. Letters, numbers, hyphens, and periods only. They cannot contain any accents or other diacritical marks, punctuation marks (other than hyphens or periods), or special characters.

Late Assignment Policy

Most assignments must be completed at the appointed time.

- The class-collaborative projects are activities that require attendance on the day of the project.
- The mid-term must be done in class on the appointed day.
- The bibliography submissions need to be on time in order to be useful as shared resources.
- The take-home final cannot be late as it must be received so that the instructor can meet Registrar-set deadlines. No take-home final will be accepted after April 15.

I will accept the research essay after its due date, up to the last day of classes (April 12), but I reserve the right to assign only a grade to late essays, forgoing feedback or commentary. No essay will be accepted after April 12.

Grading system:

The University of Calgary's four-point Grading System, as described in the Calendar; (<https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>) will be used in this course.

F.1.1 Undergraduate Grading System

Grade	Grade Point Value	Description
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Approaching excellent performance

B+	3.30	Exceeding good performance
B	3.00	Good performance
B-	2.70	Approaching good performance
C+	2.30	Exceeding satisfactory performance
C	2.00	Satisfactory performance
C-	1.70	Approaching satisfactory performance.
*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject. The Faculty of Law utilizes a "D" grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.
F	0.00	Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.
**I	0.00	Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.

Notes:

- A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.
- The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Communication with Instructor: Office Hours and Email

Please, visit me in my office hour. F2F meetings are most productive. Make an appointment if the office hour doesn't work. I like meeting with students!

Otherwise, use email; from the *Calendar*:

Student Communication and Responsibilities

The University of Calgary's primary method to communicate with students is electronic communications. This includes email and Student Centre notifications.

University of Calgary students are provided with a UCalgary email address. Official notifications and communications from the University of Calgary will only be sent to the UCalgary email address. Students are responsible for ensuring they set up their UCalgary email prior to the start of their first term at the University of Calgary and are accountable for reading messages sent to their UCalgary email account, or posted on their Student Centre, on a regular basis to ensure important information is not missed.

Email cannot replace the classroom – I cannot use it to give special tutorials for missed classes. I cannot pre-mark assignments (though I am happy to meet with you to discuss assignments and expectations and work in progress). I will not use email to provide information that is available elsewhere, such as in this course outline, on D2L, or in assignment instructions. Questions regarding content or explications of course texts are better asked or addressed in class time or office visits.

I will always try to respond to emails within two business days. There should be no expectation that I consult my emails in evenings or on weekends. I may not reply to emails that are simply information about absences.

A note on professional etiquette: emails should have ENGL471 in the subject line. You should have a salutation that is suitably formal: “Dear Dr. Giles” if you are asking for something, like a meeting to discuss an assignment grade; perhaps simply “Dr. Giles” if you are advising of an absence. On rare occasions – perhaps following up on a conversation, or in an email chain where a certain rapport has been established, you can hazard “Mark” or “Dear Mark” – but don’t presume familiarity, take your cue from your instructor’s behavior.

There is no occasion when “Hey” is an acceptable salutation.

Electronic devices in the classroom Do’s and Don’t’s

I am a huge believer in the benefits of handwriting, sketching, and doodling when participating in learning activities. Analog simply is more effective. It’s active. It’s haptic. Yet I recognize we are in the 21st century. I ask that any use of electronic devices in the classroom be related to the work in the course. I will stop class if I sense the electronic devices are distracting me or others. Next, I will talk to you outside of class if the behavior is persistent. Finally, I will call you out by name in-class if it continues.

- **Do:** turn off all notifications, including your smartwatch and laptop; take notes on your laptops; look up stuff for discussion or in-class research at appropriate times; read the class texts in your e-reader; take pictures of the blackboard.
 - **Don’t:** make audio or video recordings of classes; turn notifications on; message friends; do social media; take selfies; live-tweet sarcastic comments; play games; watch videos; prepare for other classes.
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Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-5.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>

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: maboyn@ucalgary.ca.

Find The English Pages research guide here:

https://library.ucalgary.ca/sb.php?subject_id=52619

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 <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

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>

Student Accommodations:

ACADEMIC ACCOMMODATIONS

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf> .

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>

Other student resources:

SU Wellness Centre: <https://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>

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

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

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.