

ENGL 121 - Literature in a Historic Context

3 credits, 16 weeks, 3 hours lecture

This course introduces students to post-secondary studies in English by exploring developments in language, literature, and culture in and over time. Students will have opportunities to study particular themes and compare different genres in and across a broad array of texts, placed in their historical contexts, which may range from medieval to contemporary times. The course will examine the conditions under which texts were originally produced and may consider the reception and reshaping of texts in history to the present. This course will satisfy all faculties' requirements of a first-year English credit.

Prerequisite: English 30 or 30-1 or equivalent

Instructor

Dr. Ryan J. Cox
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780-791-4837
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Office Hours

Monday 2:00 – 3:50pm
Wednesday 1:00 – 2:50pm
Thursday 11:00 – 11:50

Hours of Instruction

Monday 6:30 – 9:30

Required Resources

An Anthology of Canadian Literature in English, Bennett and Brown, 3rd edition, ISBN 0195427815

The English Patient, Ondaatje, ISBN 978-0394280134

Diamond Grill, Wah, ISBN 978-1897126110

Recommended: **MLA Handbook for Writers of Research Papers**, 7th edition, ISBN 1603290249

Course Outcomes

The successful student will be able to:

1. Generate meaning from literary discourse
2. Perform close readings at a university level
3. Write scholarly argumentative essays in the MLA notational style
4. Discuss Canadian literature cogently

Evaluation

Response Essays	20%
Poetic AA	10%
Research Proposal	10%

Research Essay	30%
Final Exam	30%
Total	100%

A grade of C- is required for progression or transfer.

Response Essay

Students are required to complete a series of 4 short essays of 2-3 pages each in which they explore that week's reading in greater detail. Response papers are to be written about the readings in advance of classroom discussion. These essays should advance an argument about the text. These four essays are to be written at your discretion throughout the semester, however, only one paper can be submitted at a time and at least one response essay must be submitted by the week of Feb. 18. Marked out of 5; handed in at the beginning of the first class of the week. Participation in the Arts and Humanities Conference may be deemed equivalent to one response paper.

Research Essay

For this assignment, you will be expected to write a detailed, well researched, thesis driven essay on a text or texts from the course. This essay should demonstrate your mastery of the text(s), your ability to effectively integrate your research into your writing, a familiarity with the current critical discourses surrounding your topic, and your ability to write at the university level. This assignment also includes a proposal where you will articulate what you intend to write about and how you intend to go about it (this should include a sense of what your thesis will end up being). The proposal also includes an annotated bibliography in which you list no less than five good secondary sources with annotations indicating what they are and why they are useful to your project. This assignment will conform to MLA guidelines for research papers. Your proposal is subject to my approval; no essay that has not received my approval at the proposal stage will be accepted for grading. Length: Proposal 1-2 pgs + Annotated Bibliography; Final Essay 6-8 pgs.

Poetic Archaeology Assignment

Students will work in groups of 3 or 4 in order to produce either a document that combines excerpts from a document from Canadian history (see Moodle for suggestions) with personal responses/autobiography and creative work such as poetic fragments; or, a 5-15 minute short film about one of the poems from the course. The goal is to produce a text that comments on Canadian history, personal history and contemporary Canadian culture/society through a textual mosaic or collage. Students are expected to use the readings by Robert Kroetsch and Margaret Atwood as models for approaching this assignment. As part of this assignment, students will be expected to evaluate themselves and their group members. This self and peer evaluation will be weighted against Dr. Cox's evaluation of your work. An evaluation form will be provided. Class time will be provided for you to work on this assignment the week of March 30.

Further Models for this assignment: Walter Benjamin, *The Arcades Project*; Christopher Dewdney, *A Palaeozoic Geology of London, Ontario*; Adeena Karasick, *Dyssemia Sleaze*; Michael Ondaatje, *The Collected Works of Billy the Kid*; Daphne Marlatt, *Steveston*; Agee and Evans *Let us now praise famous men*; Dorothy Livesay, *Call My People Home*; Dorothy Livesay, *The Documentaries*; Dorothy Livesay, *Right Hand Left Hand*

Examinations

The final exam will be two hours in length and written during the University Studies examination period. It will involve a combination of short-answer questions and essay questions.

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor Minimum Pass	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Proposed Schedule of Topics

Date	Topic	Reading	Assignments	Notes
Jan 4-8	Introduction	Dewart, "Introductory Essay"		
Jan 11-15	Beyond Albion: The Bush and Edenic Myth	Parr Trail, "The Backwoods of Canada," Moodie, "Roughing it in the Bush," Sangster, poems.		
Jan 18-22	Confederation Poets	Roberts, "Tantramar Revisited;" Carman, "The eavesdropper," "The World Voice;" D.C. Scott, "The Onandaga Madonna," "The Height of Land," "To a Canadian Aviator"		Jan 18: Last day to Drop
Jan 25-29	"And Eve was only little Katie's height:" Malcolm's Katie and the birth of CanLit	Crawford, "Malcolm's Katie"		
Feb 1-5	Our Many Modernisms 1: The Initial Modernism of the Initials	E.J. Pratt, "The Shark," "Newfoundland," "Come Away, Death;" F.R. Scott, all; A.J.M. Smith, all		

Feb 8-12	Our Many Modernisms 2: The Feminine and the Social	Livesay, "Day and Night," "The Secret Doctrine of Women;" Page, "Stories of Snow," "Photos of a Salt Mine," "Cry Ararat!" Webb, from <i>Naked Poems</i>	Proposal Due Feb 12	
Feb 15-19	Our Many Modernisms 3: Masculine Montreal Smoked Meat and some Cowboys	Purdy, all; Layton, all; Cohen, all	You must have submitted at least 1 Response essay by this week	Feb 15 Family Day
Feb 22-26				Reading Week
Feb 29-Mar 4	TISH: It's an anagram	Bowering, all; Wah, <i>Diamond Grill</i>		
Mar 7-11	Inscriptions in Skin and Memories of Toronto: The Canadian Novel	Ondaatje, <i>The English Patient</i>		
Mar 14-18	Technically Perfect: Novel 2	Ondaatje, cont'd	Essay due Mar 18	
Mar 21-25	Inscribing ourselves into "history"	Kroetsch, "The Seed Catalogue," <i>The Ledger</i> ; Atwood, "This is a photograph of me," from <i>The Journals of Susanna Moodie</i> , from <i>Survival</i>		March 25 good Friday
Mar 28-Apr 1	Language is the lung's wage: the "NEW" Canadian literature	Nichol, all; bissett, selections; Ondaatje, all; Moure, all		March 28 Easter Monday March 29 Last Day to Withdraw
Apr 4-8	Dancing our cares away: Travelling Matt and what it means to be Canadian	<i>Fraggle Rock</i> (TV Show);	Poetic Archaeology Assn. due Apr 8	
Apr 11-16	The Cumulative effect: Summary and Review			April 15: Last day of Classes
April 18-27				Final Exams

Please Note:

Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

Performance Requirements

Late Policy

Late work will be accepted, however, it will be penalized at a rate of 10%/Business Day. If it is turned in a week or more late, it will not be accepted. It should also be noted that late material will receive no feedback from the instructor. It is your responsibility to meet the due dates for the assigned material.

Standards for Written Assignments

Learning how to follow house style sheets is one of the most important skills a writer can develop. To aid you in your quest to learn these skills I have provided a document entitled “Standards for Written Assignments” on Moodle. If your paper does not conform to these standards, expect to lose marks.

All work must be TYPED, double spaced, and have proper MLA documentation (unless instructed otherwise). Do NOT submit work to me by e-mail.. Hard copies are not only preferred, they are required. Be sure to keep a copy of any essay that you hand in.

Sensitivity, Respect, and Subject Matter

Some of the material we will be covering this semester is of a charged nature—whether in terms of form, content or politics. As critics, we cannot shy away from this material; however, we must understand that this material may generate a wide variety of reactions and opinions among our colleagues in the classroom. Thus, it is imperative that we remain aware of, and sympathetic to the reactions and opinions of our classmates. Respect and sensitivity will produce a stronger learning environment and generate better, more nuanced discussions.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College 2015-2016 credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Authorization

This course outline has been reviewed and approved by the Program Chair.

Ryan J. Cox, Instructor

Louis Dingley, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office