ENGL 376A Canadian Literature since 1960
3 credits, 3 hours lecture

A critical and historical study of representative Canadian writing in English since 1960. Through representative Canadian Literature since 1960 by writers from the Atlantic to the Pacific regions depicting differences in gender, ethnicity, race and sexual orientation, this course elucidates shifts in literary patterns and cultural realities during this phase. Questions will be addressed regarding the impact of social and technological changes on Canadian literature.

Prerequisite: 6 credits of Junior English or equivalent

Instructor
Dr. Ryan J. Cox
S211C
780-791-4837
ryan.cox@keyano.ca

Office Hours
Monday 2:00 – 3:50pm
Wednesday 1:00 – 2:00pm
Thursday 3:00 – 4:50pm

Hours of Instruction
Monday 11:00 – 11:50am
Thursday 1:00-2:50pm

Required Resources
The Alphabet Game, Nichol, ISBN 978-1552451878
Rational Geomancy, McCaffery & Nichol, ISBN 978-0889223004
beyond even faithful legends, bissett, ISBN 978-0889221727

Other resources will be available via Moodle

Course Outcomes
Upon successful completion of this course, the student shall be able to:

- Participate in and evaluate the critical discourses surrounding Canadian Literature
- Explain major historical, cultural, and aesthetic trends in Canadian Literature post-1960
- Write scholarly argumentative essays in the MLA notational style
Evaluation

Response Essays 20%
Critical Review 10%
Research Essay 30%
Participation 10%
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.

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 will conform to MLA guidelines for research papers. Length: 8-10 pgs.

Critical Review

Each student will be responsible for a video or digital presentation wherein you will address one of the texts from the list provided on moodle. The texts represent a mixture of critical and creative work, and some texts are bundled together due to length or complexity. The student will be expected to summarize the major points of the texts—argument, plot, etc—and subsequently offer a critical evaluation of the text. Please refer to the provided examples of critical reviews as a further guideline. Videos will be between 10 and 15 minutes in length and should be submitted as a playable movie file (MP4, AVI, MPEG or MOV) via a disk, jumpdrive, email or a link to YouTube. If you submit an uncompiled video file it will be considered late 1 day and you will be given a limited window to re-submit. Students are also expected to submit a hardcopy of their script with the video.

Participation

This course seeks to foster a learning community in which students engage the material actively and gain insight from each other as well as the instructor. The goal is to develop the analytic and argumentative skills necessary for successful literary criticism by testing those ideas in conversation, to actively position oneself in critical discourses by engaging in discourse, and to demonstrate the collaborative nature of scholarly activity. Students are expected to come to class prepared for classrooms discussions, actively and vigourously engage in those discussions, and generally contribute to the course’s critical conversation. This can include posting on the course’s moodle forum or engaging colleagues on social media (twitter hashtag #kc376). ATTENDANCE IS NOT EQUIVALENT TO PARTICIPATION.
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.

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9-13</td>
<td>Bill Barilko disappeared that summer: Introduction to Canadian Lit and Culture</td>
<td>Tragically Hip, “50 Mission Cap,” Atwood, “This is a photograph of me”</td>
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<td>Jan 16-20</td>
<td>The Very Idea of Canada: Theoretical and Historical Contexts</td>
<td>Selections from Palmer, Anderson, The Massey Report</td>
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<td>Jan 20: Last day to Drop</td>
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<tr>
<td>Jan 30-Feb 3</td>
<td>The Live of Saints: bpNichol and the New Canadian Poetics 2</td>
<td>Nichol, selections from The Martyrology Books 1-5; TRG, “The Book as Machine”</td>
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<td>Feb 6-10</td>
<td>A Fly in the Ointment: bill bissett and the politics of the small presses</td>
<td>bissett, selected poetry, rush: What Fuckan Theory</td>
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<td>Feb 13-17</td>
<td>Identity or Specialization: Rise of the Mosaic or Loss of Consensus 1</td>
<td>Davey, selections from Canadian Literary Power, Webb, Naked Poems, Marlatt, Selected Poetry, Brossard, Selected Poetry</td>
<td>Vlog Due: Feb 16</td>
<td></td>
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<tr>
<td>Feb 20-24</td>
<td>Identity or Specialization: Rise of the Mosaic or Loss of Consensus 2</td>
<td>Wah, selections from Faking It, Annharte, Selected Poetry, Brand, Selected Poetry, Abel, selections from The Place of Scraps</td>
<td>1 Response Paper must have been submitted by this week</td>
<td>Feb 20 Family Day</td>
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<td></td>
<td>The past is a great darkness and filled with echoes: The Handmaid’s Tale</td>
<td>Atwood, <em>The Handmaid's Tale</em></td>
<td>The past is a great darkness and filled with echoes: The Handmaid’s Tale</td>
<td>Lemire, <em>Essex County</em></td>
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<tr>
<td>Reading Week</td>
<td></td>
<td></td>
<td></td>
<td>Research Paper Due: Mar 30</td>
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**Please Note:**

Date and time allotted to each topic is subject to change.
Performance Requirements

Student Responsibilities

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.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College 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.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to 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 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 Accessibility 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

__________________________________________
Vincella Thompson, Dean                    Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office