ENGL 378A Canadian Literature by Women  
3 credits, 3 hours lecture

English 378 is a study of Canadian literature across the genres by Canadian women writers from the mid-nineteenth century to the present. Literature will be read for its representation of dominant literary concerns of its time and its use of specifically women's themes and structures. Readings will address the relationship between Canadian literature by women and the literary canon and specific schools of feminist literary criticism.

Prerequisite: 6 credits of Junior English or equivalent

Instructor

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

Office Hours

Monday  3:00 –4:50  
Tuesday  2:00 – 2:50  
Wednesday  1:00 – 1:50  
Thursday  2:00 – 2:50

Hours of Instruction

Tuesday  3:30 -4:50pm  
Thursday  3:30 - 4:50pm

Required Resources

My New York Diary  Doucet, Julie ISBN 9781896597836
Throaty Wipes  Holbrook, Susan ISBN 978-1552453285
Cinema of the Present  Robertson, Lisa ISBN 978-1552452974
Occasional Works and Seven Walks from the Office for Soft Architecture  Robertson, Lisa ISBN 978-1552452325
Who Do You Think You Are?  Munro, Alice ISBN 9780143054955
The way the crow flies  MacDonald, Ann-Marie ISBN 9780676974096
Do not say we have nothing  Tien, Madeline ISBN 9780345810434
Waiting Room  Zilm, Jennifer ISBN 9781771662147
Blue Marrow  Halfe, Louise ISBN 978-1550503043

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
- Demonstrate an understanding of feminist literary criticism
Evaluation

Response Essays 20%
Documentary Project 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.

Documentary Project

Each student will produce a documentary text or object that works to represent themselves, their community and their place in that community. Please refer to the handout for more details on expectations and how to complete the project. The final week of the course has been set aside for students to share their projects.

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>
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<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</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>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
<td></td>
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<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
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<tr>
<td>Satisfactory</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>Progression</td>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9</td>
<td></td>
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<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9</td>
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<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9</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>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9</td>
<td></td>
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<tr>
<td>Failure</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>
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</thead>
<tbody>
<tr>
<td>Sept 4-8</td>
<td>Intro</td>
<td>Livesay, “The Documentary Poem”</td>
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<td>No Class Sept 4, (Labour Day)</td>
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<tr>
<td>Sept 18-22</td>
<td>The Prairie is Full of Bones: Representing the Unrepresented</td>
<td>Halfe, <em>Blue Marrow</em></td>
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<td>Sept 25-29</td>
<td>Life Writing</td>
<td>Doucet, <em>My New York Diary</em></td>
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<td>Oct 2-6</td>
<td>Southern Ontario Gothic: Fictionalizing Home</td>
<td>Munro, <em>Who Do You Think You Are?</em></td>
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<tr>
<td>Oct 9-13</td>
<td>Southern Ontario Gothic 2</td>
<td>Munro, Cont’d</td>
<td></td>
<td>Oct 9: College Closed (Thanksgiving)</td>
</tr>
<tr>
<td>Oct 16-20</td>
<td>Searching for Stephen Truscott and Werner Von Braun</td>
<td>MacDonald, <em>The Way the Crow Flies</em></td>
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<td>Oct 23-27</td>
<td>Searching 2</td>
<td>MacDonald, Cont’d</td>
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<td>Oct 30-Nov 3</td>
<td>Personal History</td>
<td>Thien, <em>Do Not Say We Have Nothing?</em></td>
<td>Research Essay Due Nov 2</td>
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<tr>
<td>Nov 6-10</td>
<td>Personal History 2</td>
<td>Thien, Cont’d</td>
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<td>No Class Nov 9-10 (Reading Days)</td>
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<td>Nov 13-17</td>
<td>Subject/Object Relations and (Women's?) Poetics</td>
<td>Robertson, <em>Cinema of the Present; Occasional Works</em></td>
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<td>Nov 13 College Closed (Remembrance Day),</td>
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<td>Nov 20-24</td>
<td>The Practice of Everyday Life</td>
<td>Holbrook, <em>Throaty Wipes</em></td>
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<td>Nov 21-Dec 1</td>
<td>The Practice of Everyday Life 2</td>
<td>Zilm, <em>Waiting Room</em></td>
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<td>Nov 28, Last Day to Withdraw</td>
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<tr>
<td>Dec 4-8</td>
<td>You Must be represented</td>
<td>Documentary Project presentation</td>
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<td>Dec 7, Last Day of Classes</td>
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<td>Dec 12-16</td>
<td>Final Exams</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