

Department of English and Writing Studies

English 2501E (001)
Canadian Literature Survey
Fall/Winter 2024-25

Syllabus Navigation	
Course Description	Academic Consideration
Land Acknowledgment	Gender Based & Sexual Violence
Objectives and Outcomes	Intellectual Property
Course Materials	Religious Accommodation
Methods of Evaluation	Support Services
Attendance	Use of Generative AI
Late Policy	Academic Integrity Tutorial
A Word on Course Content & Language	Academic Offences

Antirequisites: English 2354E, English 2356F/G and English 3774E.

Prerequisites: At least 60% in 1.0 of English 1020-1999 or permission of the Department. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

What does literature tell us about the making of a nation and its citizens? Spanning the period from imperial exploration to Confederation to the present day, this course examines Canada's vibrant literary culture. Students will encounter a diverse range of genres and authors, from accounts of early explorers to current internationally acclaimed and award-winning writers.

Land Acknowledgment

The spaces where we teach and learn at Western are located on traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. The land continues to be enriched by the presence of diverse Indigenous peoples. Making this acknowledgement is meant to inspire action and commitment towards furthering relationships with Indigenous communities here and elsewhere.

Objectives and Outcomes

2000-level courses welcome students into the community of literary scholarship. Developing research skills and methods of investigation will allow students to begin to articulate their own questions and to situate their own analysis within the discourse of previous scholarship. Assignments will demand independent study in which students develop and explore their own areas of interest and grapple with the difficulties and challenges of the discipline.

For students in an English module, 2000-level courses provide the basic tools necessary for more advanced and independent study. For non-English students, 2000-level courses are an excellent way to complement other modules while indulging in some of the great literature available in the language.

By the end of the course, successful students will be able to:

- identify, recognize, recall, comprehend, and analyze examples of Canadian literature;
- demonstrate critical vocabulary, conceptual range, and methodological scope for literary analysis (eg., aesthetic, formal, social, political, cultural);
- apply, synthesize, and communicate their own knowledge, comprehension, and analyses in both oral discussion and in writing;
- defend, modify, and supplement an argument in dialogue with other thinkers;
- revise their writing for accuracy, brevity, and clarity of style;
- conduct research in Western Libraries information ecosystem;
- discern appropriate secondary sources for scholarly discussions;
- accurately cite and integrate primary and secondary sources in Modern Language Association format (9th edition);
- write a research paper that is in conversation with current scholarship;
- practice various discursive writing modes for discussing literature, such as the analytical review, the descriptive composition, the critical reflection, the creative response, the critical annotation.

Course Materials

A final text to be determined by Canlit 2501E Reads

Bennett, Donna and Russell M. Brown. *An Anthology of Canadian Literature in English* (Oxford)

Brand, Dionne. *What We All Long For*.

Kogawa, Joy. *Obasan*.

MacLennan, Hugh. *Barometer Rising*.

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

Materials made available through OWL Brightspace.

Methods of Evaluation

Assignment	Length	Value	Due Date
Syllabus scavenger hunt	-	1% bonus	Sept. 18
Advocacy Presentation - Canlit 2501E Reads	500 wds/5 slides	5%	Oct. 2
Reflection 1 - Fall	250 words	5%	Oct. 23
Fall Term In-Class Test	50 minutes	10%	Nov. 6
CTL Academic Integrity Tutorial	-	required	Nov. 20
Essay 1 (Close Reading)	1,500 words	10%	Dec. 4
Attendance & Participation - Fall	-	5%	-
Reflection 2 - Winter	250 words	5%	Feb. 26
Essay 2 (Research Essay)	2,500 words	20%	April 2
Attendance & Participation - Winter	-	5%	-
Final Examination	3 hours	35%	TBA

Flexible Deadlines

While I strongly recommend that you organize your time to meet deadlines, I will grant requests for deadline extensions for a date within one week of the assignment due date without supporting documentation for one assignment per term (excluding in-class test and final exam). Always check in with me in advance if you think you will be unable to meet a deadline.

Thumb-nail Assignment Descriptions

Syllabus scavenger hunt: get a bonus mark for answering five questions on the syllabus.

CTL Academic Integrity Tutorial: complete the module available at the CTL website (required).

Attendance & Participation: attend class, engage with others, submit/ask/respond to questions.

Advocacy Presentation a short presentation (submitted on line) in which students argue for the work they would choose as the final text on the course, in a format of their choosing.

Reflection Piece 1 – Fall: attend a relevant scholarly or creative event and write a short critical review/reflection in an appropriate form.

Fall Term Test: in-person test includes passage identifications and analyses, key word definitions, and short essay responses.

Essay 1 (Close Analysis): choose an excerpt from a course text and write a close reading in which you argue a thesis about its role and significance, correctly citing the primary source.

Reflection Piece 2 – Winter: attend a relevant scholarly or creative event and write a short critical review/reflection in an appropriate form.

Essay 2 (Research Essay): develop an essay question, research scholarly work, develop your discussion in dialogue with existing scholarship, correctly citing primary and secondary sources.

Final Examination: in-person three-hour exam includes passage identifications, key word definitions, and essay answers that cover material for the whole course.

Students are fully responsible for being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/Student%20Information.html>.

Attendance

Attendance is mandatory. You are expected to attend class and take notes for yourself. Tests, exams, exercises, and essays will assess your analytical skills, your understanding and recall of literary texts and specific material covered in lecture and class discussion. PowerPoint slides will be posted on OWL, but they do not fully represent the content of the class.

In cases of excessive absenteeism (e.g. more than 9 unexcused hours for a half course, 18 for a full course), which are not accounted for by either academic consideration or accommodation, students may be debarred from taking the final examination, and will receive an official warning to this effect by or before the course drop date (see Senate policy).

Late Policy

Assignments submitted late without prior arrangement will be deducted at a rate of 2% per day late.

A Word on Course Content and Language

The content of this course may engage with powerful and potentially upsetting representations of violence, race, and sex. I will do my best to alert you in advance to particularly difficult moments, and steer you through a discussion of these issues with sensitivity, respect, and care. While it may be employed or implied in the texts we discuss, the use of derogatory, racist, sexist language will not be tolerated in this class.

Policy on Academic Consideration

Students may request academic consideration in cases of extenuating circumstances – that is, personal circumstances beyond the student's control that have a **substantial but temporary** impact on the student's ability to meet essential academic requirements.

1. Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration.

2. Requests for academic consideration include the following components:
 - a. Self-attestation signed by the student;
 - b. Indication of the course(s) and assessment(s) relevant to the request;
 - c. Supporting documentation as relevant.

Requests without supporting documentation are **limited to one per term per course**.

Instructors may designate one assignment or assessment as exempt from this allowance. In this course, requests for academic consideration pertaining to the Fall term in-class test **must** be accompanied by supporting documentation.

Assignments with flexible deadlines and any term work that does not count towards the course grade are **not** eligible for additional consideration.

Documentation for medical illness, when required, includes the completion of a Western Student Medical Certificate (SMC) or, where that is not possible, equivalent documentation, by a health care practitioner.

Requests linked to examinations scheduled by the Office of the Registrar during official examination periods as well as practice laboratory and performance tests typically scheduled in the last week of term **always** require formal supporting documentation.

Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Intellectual Property/Copyright

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course, and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor's content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Academic Support & Engagement <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western:
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Use of Generative Artificial Intelligence

Plagiarism includes the use of any material generated by artificial intelligence programs or large language models (LLMs) such as ChatGPT, with the exception of those instances where they form part of the assignment instructions.

Academic Integrity Tutorial

All students are required to enroll in and complete the Centre for Teaching and Learning's Academic Integrity Tutorial. To access the tutorial, please use the link provided in the Resource tab in the course OWL Brightspace site. Once the tutorial has been completed, you will receive a downloadable certificate. You must upload the certificate and submit it through the course Assignments tab in order to complete this assignment. The tutorial must be completed by Friday in the second week of term. This tutorial is mandatory in order for you to complete and pass the course. If you have completed the tutorial already for another course, you may upload the same certificate for this course; you do not need to repeat the tutorial.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Plagiarism Checking

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Schedule of Classes and Assignments: available on OWL Brightspace

TENTATIVE SCHEDULE OF READINGS, TOPICS, DUE DATES

Date	Reading	Due dates
WEEK 1	Introductions	
MONDAY Sept. 9	Land Acknowledgment	
WEDNESDAY Sept. 11	"O Canada!." Janet Rogers, "Confederation 150" (performed)	
WEEK 2	Narratives of encounter: Kelsey, "Now Reader Read" ;	
MONDAY Sept. 16	Hearne, from <i>A Journey from Prince of Wales Fort...</i>	
WEDNESDAY Sept. 18	King, "A Coyote Columbus Story" (read-aloud)	Scav.: BONUS
WEEK 3	Long poem: Cary, "Abram's Plains" (excerpts)	
MONDAY Sept. 23		
WEDNESDAY Sept. 25		
WEEK 4	NATIONAL DAY FOR TRUTH AND RECONCILIATION	
MONDAY Sept. 30		
WEDNESDAY Oct. 2	Settler Narratives: from Moodie, <i>Roughing It in the Bush</i> ; Traill, from <i>The Backwoods of Canada</i> ;	Advocacy Pres.
WEEK 5	Atwood, "Disembarking at Quebec," "Further Arrivals," "Thoughts from Underground"	
MONDAY Oct. 7		
WEDNESDAY Oct. 9	Confederation Poets: Roberts, "The Tantramar Revisited;"	
MONDAY Oct. 14	FALL READING WEEK	
WEDNESDAY Oct. 16		
WEEK 6	Confederation Poets (cont'd): Lampman, "Heat," "The City of the End of Things," "On the Companionship with Nature"	
MONDAY Oct. 21		
WEDNESDAY Oct. 23	Scott, "The Onondaga Madonna;" "The Forsaken," Ruffo, "Poem for Duncan Campbell Scott"	Reflection 1
WEEK 7	Long poem: Crawford, "Malcolm's Katie"	
MONDAY Oct. 28		
WEDNESDAY Oct. 30		
WEEK 8	Stories: Seton, <i>Wild Animals I Have Known</i> – "Lobo," "Silverspot," "Raggylug," "Wully," "Redruff"	
MONDAY Nov. 4		
WEDNESDAY Nov. 6	IN-CLASS TEST	TEST
WEEK 9	Novel: Montgomery, <i>Anne of Green Gables</i>	
MONDAY Nov. 11		
WEDNESDAY Nov. 13		
WEEK 10	Research Skills Clinic with Jason Dyk, Weldon Library Performance/Poetry: Johnson (Tekahionwake), "A Cry from an Indian Wife," "The Song My Paddle Sings," "The Cattle Thief," "Canadian Born," "Ojistoh"	
MONDAY Nov. 18		
WEDNESDAY Nov. 20		Academic Integ.
WEEK 11	Short Story: Johnson, "A Red Girl's Reasoning" Performance/Poetry: Rogers, "Bank-notable E. Pauline" , "Forever," "Ego of a Nation"	
MONDAY Nov. 25		
WEDNESDAY Dec. 27		
WEEK 12	Poetry: Pratt, from "Towards the Last Spike;" F.R. Scott, "All Spikes But the Last," Dumont, "A Letter to Sir John A. MacDonald"	
MONDAY Dec. 2		
WEDNESDAY Dec. 4		Essay 1

Date	Reading	Due dates
WEEK 13 MONDAY Jan. 6	Novel: MacLennan, <i>Barometer Rising</i>	
WEDNESDAY Jan. 8		
WEEK 14 MONDAY Jan. 13	Poetry: F.R. Scott, "The Canadian Authors Meet," "Laurentian Shield," "WLMK;" Smith, "The Lonely Land," "The Wisdom of Old Jelly Roll"	
WEDNESDAY Jan. 15		
WEEK 15 MONDAY Jan. 20	Poetry: Klein, "Heirloom," "Portrait of the Poet as Landscape;" Page, "The Stenographers," "Stories of Snow," "Photos of a Salt Mine;" Avison, "Snow," "Butterfly Bones;"	
WEDNESDAY Jan. 22		
WEEK 16 MONDAY Jan. 27	Essay Writing Clinic	
WEDNESDAY Jan. 29		
WEEK 17 MONDAY Feb. 3	Novel: Kogawa, <i>Obasan</i>	
WEDNESDAY Feb. 5		
WEEK 18 MONDAY Feb. 10	Short stories: Teebi, "Her First Palestinian," "Woodland" Poetry: Livesay, "Day and Night," "The Three Emilys"	
WEDNESDAY Feb. 12		
MONDAY Feb. 17	WINTER READING WEEK	
WEDNESDAY Feb. 19		
WEEK 19 MONDAY Feb. 24	Short Story: Munro, "Runaway" (on OWL) Commentary: Rak, "Teaching Secrets: Reading Alice Munro for Information"	
WEDNESDAY Feb. 26		Reflection Piece 2
WEEK 20 MONDAY March 3	Novel: Brand, <i>What We All Long For</i>	
WEDNESDAY March 5		
WEEK 21 MONDAY March 10	Poetry: Compton, "The Reinventing Wheel," "The Blue Road: A Fairy Tale"	
WEDNESDAY March 12		
WEEK 22 MONDAY March 17	Poetry: McKay, "Kestrels," "Close-Up," "Song for the Song," "Load;" Crummey, "Bread" Research Essay Check-In	
WEDNESDAY March 19		Biblio + Question
WEEK 23 MONDAY March 24	English 2401E Reads: TBA	
WEDNESDAY March 26		
WEEK 24 MONDAY March 31	Conclusions & Exam Review	
Wed. April 2		Research Essay