



A M B R O S E

EN 305 Canadian Literature to 1925 (3)

Fall 2013

Dr. Tim Heath

Office: L2065

Class Times: 11:15 – 12:30 W/F

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Class Location: L2082

Office Hours: Th 9:45 to 11:00 or by appointment

Description

A study of the history of English Canadian literature from its beginnings in the writings of the explorers and settlers to the early twentieth century, this course enables students to trace the imaginative growth of the nation in its literature. Special emphasis will be given to examining a wide variety of genres and to situating early Canadian literature in its historical context. For this reason the course will also examine relevant concepts such as imperialism, exploration, British expansionism, ideas of property ownership, climatic amelioration, political economy, civilization, nation, ecology, genre, Victorian science, place, and landscape. This illustrative list means that students will be expected to read secondary material as it is supplied.

Outcomes

By completing this course successfully, students should be able to

1. Define and analyze the features of exploration writing.
2. Discuss the shift in Canadian literature from exploration narratives and occasional literature to the more settled literary output of the nineteenth century.
3. Understand the influence of historical ideas such as Ronald L. Meek's four stages of social development, Victorian science, property, and others on Canada's literary history.
4. Discuss the strengths and weaknesses of thematic approaches to Canadian literature.
5. Refine and strengthen their critical reading and writing abilities.
6. Appreciate the richness and diversity of Canada's earlier literary history.

Required Texts

Author	Title	Publisher	ISBN
Sugars, Cynthia & Laura Moss	Canadian Literature in English: Texts and Contexts Volume 1	Pearson	9780321313621
Leprohon, Rosana	Antoinette de Mirecourt or Secret Marrying and Secret Sorrowing	McGill-Queen's	9780886290917
De Mille, James	A Strange Manuscript Found in a Copper Cylinder	McGill-Queen's	9780773521674
Cary, Thomas	Abram's Plains	Canadian Poetry Press	0921243022

Course Requirements

1. Students should do all the prescribed readings before class and be prepared to participate in class discussion. Participation means not mere attendance but your thoughtful—appreciative and critical—engagement with texts and the ideas of others. I assign participation grades on how you contribute to the life of the mind in our class.
2. Assignments are due at the beginning of class on the dates specified. I do not grant extensions without prior permission or a letter from the Registrar or Dean of Arts and Science. Late papers drop one third of a grade per day. For example, if an A- paper is due at 2:30 p.m. on Thursday but is submitted at 3:00 p.m. on Thursday it will receive a B+. By Friday the same paper will earn a B. I will not accept papers more than two class periods late.
3. Students are required to keep an extra copy of each assignment (digital, hard copy, or both). Students are advised to keep back-up versions of essays while composing and completing them. Translation: technical problems should not be cited as an excuse for late, missing, or garbled work.
4. To receive a passing grade in the course, all assignments must be submitted to the instructor.
5. Missed exams will only be made up if supported by the appropriate documentation (for example, a doctor's note).
6. Plagiarism in any of its forms will not be tolerated. All instances of plagiarism will be forwarded to the Academic Dean.
7. Students may not submit work done for another class.
8. The student is responsible for all the information given in class, and also for any changes to the syllabus announced in class.
9. Regular attendance and punctuality are expected. More than three (3) unexcused class absences will reduce participation grades by two percentage points. If you miss a class, it is your responsibility to borrow notes from a fellow student, to acquire any handouts, and to discover whether any changes were made to the syllabus.
10. Essay assignment sheets for each paper will provide format details, length requirements, due date, course weight, topics, and other relevant details.
11. Essays must be submitted as a hard copy to the instructor at 2:30 on the date due, and an electronic copy must be submitted to the Moodle site for EN 305-1 by 11:15 a.m. on the same date. **Electronic files must be standard formats such as MS Word or PDF.**
12. Papers must be printed single-sided, in a conventional twelve-point font such as Times New Roman or Garamond and double-spaced, with one-inch margins all sides. In the upper left corner list your name, my name, the course number, and date, all on separate lines. At the centre of the next line, please provide a title designed to prepare your reader for your argument. I will not read papers whose pages are not numbered and stapled. The same goes

for papers that do not follow the format and documentation guidelines of the Modern Languages Association (MLA).

13. I find e-mail an inadequate way to discuss paper topics and theses, so I ask that you meet with me, either during office hours or by appointment, to talk about papers. Please come in before your paper is due. I will gladly meet with you up until two days before the paper is due, so plan your writing with this timeline in mind.
14. Papers for this course may be subjected to an originality analysis by Turnitin. For more information, see <http://turnitin.com>.

Grading

Oral Critique	10%*
Seminar Critique	15% **
Essay 1	20%
Essay 2	25%
Midterm exam	20%
Participation	<u>10%</u>
	100%

* Students select a primary text and a secondary, critical essay. The critique is the equivalent of an oral examination—a robust academic conversation—between the professor and student. A sign-up sheet with texts and times will be circulated for scheduling purposes.

** Students give a classroom of presentation that critiques an article on a primary text. This critique should be some 12 to 15 minutes. Every student not presenting turns in a one page critique of the critique one week after the presentation. A rubric to guide seminar preparation, delivery, evaluation, and critique will be circulated in class.

Final grades for the course appear as letter grades. The table below shows the percentage equivalents for each letter grade.

Letter Grade	Percentage
A+	96-100
A	91-95
A-	86-90
B+	82-85
B	75-81
B-	72-74
C+	68-71
C	63-67
C-	60-62
D+	59-59
D	50-55
F	0-49

Important Notes

- Last day to add or drop with tuition refund: **15 September 2013**
- Last day to change to audit: **15 September 2013**
- Last day to request revised time for a final exam: **28 October**
- Last day to withdraw from a course without academic penalty: **12 November 2013**
- Last day to apply for coursework extension: **25 November 2013**

Electronic Etiquette

Laptops may be used for note taking, but I reserve the right to ban all electronics from the classroom if they become a distraction. All other electronics—phones, tablets, cameras, that is, all recording and distracting devices—must be switched off during class. On the whole, I prefer that students take handwritten notes.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by Monday, November 25, 2013 (Fall semester) or Monday, March 31, 2014 (Winter semester). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.

Proposed Schedule

September

- 4 Introduction
- 6 Henry Kelsey, “Now Reader Read”; **Heath, T. “Henry Kelsey” (Moodle)**
- 11 Samuel Hearne, *A Journey from Prince of Wales’s Fort . . .* Orders and Instructions from the Hudson’s Bay Company (1769); Effect of Trade on the Natives (Third Expedition, 1771); Massacre of the Esquimaux (Third Expedition, 1771); **MacLaren, I.S. “Samuel Hearne’s Account” (Moodle)**
- 13 David Thompson, *Narrative of His Explorations . . .* Nahathaway Customs and Beliefs
- 18 John Franklin, *Narrative of a Journey to the Shores of the Polar Sea*; Inuit Testimony of the 1845 Franklin Expedition, Discovery of an Abandoned Ship (Qaqortingneq); Meeting with “Aglooka” on the Ice (Tuk-ke-ta and Ow-wer); Finding of a Lifeboat with Skeletons (Tooktoocheer);
- 20 Cary, *Abram’s Plains*
- 25 Spiritual Emphasis Days, **no class**
- 27 Cary, *Abram’s Plains*
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October

- 2 Cary, *Abram’s Plains*
- 4 Catharine Parr Traill, *The Backwoods of Canada*: Introduction; Letter 15; Maple Sugar; Candles
- 9 **Midterm Exam**
- 11 Susanna Moodie, *Roughing It in the Bush*: Our First Settlement; Brian, the Still-Hunter; Adieu to the Woods; Forest Life in Canada West; From *Life in the Clearings versus the Bush*:
- 16 Goldsmith, *The Rising Village* **ESSAY 1 DUE**
- 18 Goldsmith, *The Rising Village*
- 23 Goldsmith, *The Rising Village*
- 25 Leprohon, *Antoinette de Mirecourt*
- 30 Leprohon, *Antoinette de Mirecourt*
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November

- 1 Leprohon, *Antoinette de Mirecourt*

- 6 Leprohon, *Antoinette de Mirecourt*
- 8 Isabella Valancy Crawford, “The Camp of Souls”; “Canada to England”
 William Wilfred Campbell, “The Winter Lakes”; “The Lazarus of Empire”
 Charles G.D. Roberts, “The Tantramar Revisited”; “When Twilight Falls on the Stump
 Lots”
- 13 Bliss Carman, “Low Tide on Grand Pré”; “Winter”; “Wild Geese”
 E. Pauline Johnson (Tekahionwake), “The Song My Paddle Sings”; “His Majesty, the West
 Wind”; “Fate of the Red Man: An English Journalist’s Chat with Pauline Johnson”
 Archibald Lampman, “Among the Timothy”; “The City of the End of Things”;
 Duncan Campbell Scott, “The Onondaga Madonna”; “Indian Place-Names”
- 15 De Mille, *Strange Manuscript*
- 20 De Mille, *Strange Manuscript*
- 22 De Mille, *Strange Manuscript*
- 27 Leacock: “The Marine Excursion” **ESSAY 2 DUE**
- 29 L.M. Montgomery, “The Education of Betty”

December

- 4 Nellie McClung, *Purple Springs: The Play; Speaking of Women*
- 6 Last class, review