

This course, then, will provide many opportunities both to build your knowledge of Canadian literature written (primarily) in English and to begin to learn how to understand and develop your own writing on literary texts as part of a wider scholarly conversation.

To that end, we will also study selected examples of literary criticism to help you develop a stronger sense of *how to think and write analytically*, and *how to understand the assumptions and methods of the discipline of literary studies*, in this case within the context of studying a national literature.

Three questions in particular will help to anchor our engagement, discovery, and analysis throughout the year:

- 1) When we put “Canadian” in front of the word “Literature” how might our perspective and understanding of both terms be changed?
- 2) What—and *how*—might literary texts tell us about Canada, about the making of a nation, and about citizenship?
- 3) Why do the answers to these questions, and the process of arriving at and writing about them, matter?

Although no survey course can claim to provide a “complete” picture of the topic at hand, a “survey” course of a national literature nevertheless requires us to read for breadth. At the same time, this survey course is, like the other 2000-level surveys in the English honors curriculum, foundational within your degree program. This course, then, requires the teaching and learning of methods for reading, writing, and research that are applicable

Course Materials

Required Reading:

The following list is chronological by publication date, not by order of reading during the course.

L.M. Montgomery, *Rilla of Ingleside* (1921)

Frederick Philip Grove, *Settlers of the Marsh* (1925)

John Marlyn, *Under the Ribs of Death* (1957)

Sheila Watson, *The Double Hook* (1959)

Margaret Atwood, *Surfacing* (1972)

Additional Information

OWL course site:

We will use an OWL course site for the management of course materials (syllabus, weekly schedule, announcements, resources), submission and return of graded assignments (unless otherwise noted), and communication with the class as a whole during the term.

E-mails from instructor/GTA:

Students are responsible for reading all e-mail messages from the instructor and/or GTA, including any messages from "Postmaster," i.e., the OWL course site's e-mail account). The instructor regularly uses OWL for important communications to the class as a whole (e.g., new resources added to the site; slight change to schedule; etc.).

MLA (8th edition) format and submissions of assignments:

Unless otherwise noted, all assignments are to be submitted to your Drop Box in the OWL English 3572F Course Site and formatted according to the MLA 8th edition.

E-mail outside of Monday-to-Friday "business" hours:

Should you need to contact the instructor outside of class time or office hours, please do so by e-mail to dpennee@uwo.ca (e-mail is the best way to reach the instructor to book an appointment, should you have a scheduling conflict with office hours). Face-to-face conversations about the course are always preferable to e-mail. Additional office hours will be offered for the heaviest consultation times in the course (e.g., during the development of ideas for your research essay; during the drafting of critical annotations and the research essay in the winter term).

Do note, however, that the instructor may not respond to e-mail after 8pm Mondays through Fridays, or at any time on Saturdays and Sundays (just as I would be unlikely to pick up my office phone extension after 8pm on weeknights or any time on the weekends; and you would never call an instructor at home at any time, right?). Thank you for respecting that your professors also try to have lives.

Late Submission of Work:

Work submitted after the due date, unless accommodated through your academic counselling office, will be penalized 10% (of the weight of the assignment) per day (or part thereof) late. For example, an assignment worth 30% of your grade would lose grades at the rate of 3 marks out of a possible 30 marks per day late.

Attendance:

While attendance will not be taken in this course, the instructor reminds everyone that regular attendance, preparedness for class, active listening, active note-taking, and engaged contributions to class discussion will improve your overall learning experience. How? Through better comprehension of the readings, class lectures, and discussion, improved retention of course materials for quicker recognition of analytical connections between the readings (= more "A-ha!" moments), and greater enjoyment of the relevance and value of the readings and assignments, in relation to this course, your other course work, and other aspects of an informed life.

Use of Laptops in Class:

Given that the course does not have an attendance requirement as such, the working assumption will be that students are in the classroom because they want to learn the course materials and develop their skills in relation to them. Thus, students are free to use laptops and other devices

