ENGL 215-700 NS Syllabus

Dr Robert G. May | Department of English

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ENGL 215-700

Canadian Literature

Course Syllabus (Spring and Summer 2024)

Instructor
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E-Mail Address
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Office Location
via e-mail only

Office Hours (Spring and Summer 2024)
via e-mail only

Please note this Course Syllabus is subject to revision. Please consult the electronic version of this Course Syllabus on the class Web site regularly for updates.

onQ Site
https://onq.queensu.ca/

Class Web Site
https://www.queensu.ca/academia/drrgmay/

Teaching Assistant Information

Some assignments in this course are assessed by a Teaching Assistant (TA). E-mail contact information for TAs can be found on the course onQ home page (under "Contact Information" > "Teaching Assistants").

Please record TA contact information here for easy access during the course.

_____
TA Name

_____
TA Group Number

_____
TA E-Mail Address

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onQ Site, Class Web Site, and Social Media

onQ Site
https://onq.queensu.ca/

Dr May's Class Web Site
https://www.queensu.ca/academia/drrgmay/

Dr May's Social Media
Facebook: https://www.facebook.com/drrgmay/ **Twitter:** https://www.twitter.com/drrgmay/ **Flickr:** https://www.flickr.com/photos/drrgmay/

ENGL 215 is a Queen's University online course. Students will find all course materials on the onQ site (aside from the course textbooks, which must be purchased at the Campus Bookstore). Students will also submit all assignments via onQ. Students should log on to the onQ site with their Queen's University NetID to get started.

Students will require a computer capable of accessing the latest version of the onQ online learning environment. Students should also have access to a Queen's University e-mail account to communicate with Dr May and their TAs. For technical information and assistance, please contact Queen's Continuing and Distance Studies (CDS) via telephone (613.533.3322) or e-mail (cds@queensu.ca).

Students are also encouraged to consult Dr May's Class Web site regularly. It contains additional resources Dr May uses in his on-campus courses that may also prove useful to online students. Students should also consider subscribing to Dr May's class Facebook page, Dr May's class Twitter feed, and/or Dr May's class Flickr stream to keep up to date on important class information and announcements.

Accessibility and Accommodation

Queen's University Student Wellness Services
https://www.queensu.ca/studentwellness/

Queen's University, the English Department, and Dr May are committed to providing an accessible learning environment to all students. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. Students with a disability are strongly encouraged to register with Student Wellness Services.

Queen's University, the English Department, and Dr May are committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. All course documents are available in an accessible format or with appropriate communication supports upon request.

About the Instructor

Dr Robert G. May is an Associate Professor in the Department of English at Queen's University. A specialist in Canadian literature in English, he has extensive teaching and publishing experience in nineteenth- and twentieth-century Canadian poetry and fiction. He has taught survey courses in Canadian literature, as well as upper-year undergraduate seminars in the Montreal Group, Canadian Literary Criticism, and Gay Poetry in Canada. He has published peer-reviewed articles on Canadian literary figures such as Duncan Campbell Scott, F.R. Scott, Leo Kennedy, and Gary Geddes. He is the editor of *Gary Geddes: Essays on His Works* (Toronto: Guernica, 2010) and *Duncan Campbell Scott's* In the Village of Viger*: A Critical Edition* (Ottawa: Tecumseh, 2010).

About the Course

Course Description

ENGL 215 is a survey of Canadian literature in English from the Confederation period to the present day. Through the study of representative works of Canadian poetry, prose, and drama, students will trace the development of Canadian literature from its origins as an outgrowth of British literature to its establishment as a discrete national literature with its own distinct voice, set of traditions, and diversity of subject matter.

Learning Outcomes

Upon successful completion of this course, students should be able to do the following:

- Identify representative authors and texts in Canadian literature from the Confederation period to the present day.
- Identify and describe major genres and literary techniques that have influenced the development of Canadian literature.
- Describe the development of Canadian literature from its origins as an outgrowth of British literature to its establishment as a discrete national literature with its own distinct voice and set of traditions.
- Formulate sustained and logical arguments that build on textual evidence and manifest themselves in a variety of written forms, such as expository essays and online discussion forums.

Books

The Campus Bookstore
https://www.campusbookstore.com/

The following books may be purchased at the Campus Bookstore. It is highly recommended that students use the editions of these books that are stocked at the Campus Bookstore. Students who use alternate editions are reminded that the content and page numbers of those editions may differ from those of the recommended editions.

Required Books

The following 10 books are required for this course:

- Lecker, Robert, ed. *Open Country: Canadian Poetry in English*. 2008.
- Scott, Duncan Campbell. *In the Village of Viger*. 1896.
- Leacock, Stephen. *Sunshine Sketches of a Little Town*. 1912.
- Richler, Mordecai. *The Apprenticeship of Duddy Kravitz*. 1959.
- Atwood, Margaret. *The Edible Woman*. 1969.
- Johnston, Basil. *Moose Meat and Wild Rice*. 1978.
- MacDonald, Ann-Marie. *Goodnight Desdemona (Good Morning Juliet)*. 1988.
- Highway, Tomson. *Dry Lips Oughta Move to Kapuskasing*. 1989.
- Fraser, Brad. *Poor Super Man*. 1995.
- King, Thomas. *Green Grass, Running Water*. 1993.

Recommended Books

The following 2 books are recommended for this course:

- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Fourth Edition.
- Headrick, Paul. *A Method for Writing Essays About Literature*. Third Edition.

Note: *Students who do not already own a dictionary of literary terms should purchase Baldick's* Oxford Dictionary of Literary Terms*, especially if they intend to take further courses in English. Students who believe they require a refresher in essay-writing skills should purchase Headrick's* Method for Writing Essays About Literature*, an essay-writing resource that is used in introductory courses in the English Department.*

Books Tips
• Students are encouraged to purchase their books as early in the term as possible, and to avoid waiting until the last minute, as the Campus Bookstore sometimes runs short of stock. • If the Campus Bookstore has sold out of a book, be sure to ask them to order it. The Campus Bookstore does not automatically replenish stock of sold-out books. • Please note that accommodations cannot be made for students who are unable to complete an assignment on time owing to a sold-out book.

Course Regulations

1. Internet Access

a. For students who will be out of Canada during the course, please be advised that some Web sites that are required to complete online courses, including onQ, are sometimes blocked intermittently in some countries (e.g., China), which may pose an impediment to students in completing the course.
b. Accommodations cannot be made for students based on the lack of reliable Internet access. It is students' responsibility to ensure that they have adequate Internet access for the entirety of the course.

2. Structure of the Course

a. The course is divided into 12 units, each of which examines a different literary work (or group of works, in the case of the poetry units), organized chronologically by date of composition.
b. To complete each unit, students are asked to read material from the required books in conjunction with detailed Course Notes by Dr May posted on onQ (under "Units").
c. Students will have the opportunity to demonstrate their understanding of the readings and course concepts via a series of online Discussion Forums on onQ (under "Activities" > "Discussions").
d. The course also includes weekly Live Chat sessions conducted via Zoom (under "Activities" > "Zoom Meetings"), which students may either participate in live or watch later.
e. Students will have the opportunity to demonstrate their understanding of the reading and course concepts in the form of 4 Essays, submitted via onQ (under "Activities" > "Essays").

3. Essays

a. Students must write 4 Essays of 1000 words each (plus or minus 100 words).
b. Students must submit Essays by the date and time designated by Dr May.
c. Students may submit Essays up to 14 days after the due date, but they will be subject to a lateness penalty of 2% per 24-hour period. Students may not submit Essays more than 14 days after the original due date (not any revised or extended due date) under any circumstances.
d. Students are encouraged not to wait until the last minute to submit their Essays, as lateness penalties begin to accrue immediately following the designated due dates.
e. Students may arrange for an extension on an Essay only by approaching Dr May before the due date and providing him with adequate supporting documentation (e.g., an accommodations letter, an academic consideration document from Student Wellness Services, etc.) of their inability to submit the Essay on the due date.
f. Students may not rewrite Essays.
g. Students must submit Essays only via onQ (i.e., not via hard copy, e-mail, etc.). Students are responsible for ensuring they upload their Essay according to the instructions on onQ. Students who experience technical difficulties in uploading their Essays should contact Queen's ITS for assistance. Accommodations cannot be made for students who do not upload their Essays correctly.
h. Students must submit only the final version of their Essays. Accommodations cannot be made for students who submit an incorrect draft or version of Essays to onQ.
i. Students will receive individual, personalized feedback on their Essays from their TA.
j. Please see Appendix A for complete Essay instructions and topics.

4. Discussion Forums

a. Students are expected to contribute to the 4 Discussion Forums on a regular basis throughout the course, to help approximate the type of discussion that might take place in a classroom lecture or seminar setting.
b. Each of the 4 Discussion Forums is divided into 3 Discussion Forum Topics, each of which is open for a limited time only, staggered throughout the course.
c. Students must post their questions or comments on each Discussion Forum Topic via onQ by 5.00 p.m. ET on the Discussion Forum Topic closing dates, after which the Discussion Forum Topic will be automatically closed, and no further posts will be permitted.
d. Dr May will evaluate the 4 Discussion Forums as 4 separate assignments. Therefore, students who are unable to contribute very often or actively in one Discussion Forum Topic within any given Discussion Forum can help make up for it by contributing more often and actively in the other Discussion Forum Topic(s) within that same Discussion Forum (e.g., students who are unable to contribute to Discussion Forum Topic 1a can help make up for it by contributing more actively to Discussion Forum Topic 1b and/or Discussion Forum Topic 1c).
e. Because they are a synchronous, class-participation exercise, extensions are not available for the Discussion Forums under any circumstances.
f. Students will receive general, standardized feedback on their participation in the Discussion Forums from Dr May, based on their grade for each Discussion Forum.
g. Students who do not participate in any given Discussion Forum will receive a mark of 0 on that Discussion Forum.
h. Please see Appendix B for complete Discussion Forum instructions.

5. Quiz

a. Students are expected to complete 1 short multiple-choice Quiz at the beginning the course, to demonstrate their understanding of the information contained in the Course Syllabus.
b. The Quiz contains 10 multiple-choice questions. There is no time limit, though each quiz should take no more than 10 minutes to complete.
c. Students should complete the Quiz via onQ by 5.00 p.m. ET on the recommended due date, but the Quiz will remain open until the last day of term.
d. The Quiz is an ungraded activity.
e. Please see Appendix C for complete Quiz instructions.

6. Zoom Meetings

a. To supplement the written lessons in the Course Notes on onQ, Dr May will host weekly ungraded Zoom Meetings.
b. All Zoom Meetings take place on Thursdays, but have been scheduled at different times of day to accommodate students' various schedules and time zones.
c. At the scheduled day and time, students should access the Zoom Meeting via the link on onQ.
d. During the Zoom Meeting, students will have the opportunity to engage in live discussion about the course concepts with Dr May, the TAs, and other students in the course.
e. Each Zoom Meeting will be approximately 1 hour in length.
f. The Zoom Meetings are ungraded activities.
g. Students who are unable to participate live can watch recordings of the Zoom Meetings, which will be posted the day after each Zoom Meeting on onQ.
h. Please see Appendix D for complete Zoom Meeting instructions.

7. Final Examination

a. At the end of the course, students must write a 3-hour Final Examination.
b. When the Examination schedule has been finalized, the Final Examination date will be posted on students' SOLUS account.
c. Students must write the Final Examination at the date, time, and location designated by the University. Students may not change the date or time of their Final Examination under any circumstances.
d. Students should not schedule vacations, appointments, etc., during the Examination period.
e. Students who require special Examination accommodations must contact the Examinations office in the Faculty of Arts and Science well before the designated date of the Final Examination.
f. Please see Appendix X for complete Final Examination instructions and format.

Key Dates and Assignment Weightings

For all assignments in this course, students will receive both a numerical mark and a letter grade. Numerical marks and letter grades correspond to each other according to Queen's Official Grade Conversion Scale (please see Appendix Y for more information).

Essays

Wk. 3	*Fri. 24 May 2024*	*Essay 1: Due at 5.00 p.m. ET (Appendix A)*	*10%*
Wk. 6	*Fri. 14 June 2024*	*Essay 2: Due at 5.00 p.m. ET (Appendix A)*	*10%*
Wk. 9	*Fri. 5 July 2024*	*Essay 3: Due at 5.00 p.m. ET (Appendix A)*	*20%*
Wk. 12	*Fri. 26 July 2024*	*Essay 4: Due at 5.00 p.m. ET (Appendix A)*	*20%*

Discussion Forums[1]

Wk. 3	*Fri. 24 May 2024*	*Discussion Forum 1: Closes at 5.00 p.m. ET (Appendix B)*	*5%*
Wk. 6	*Fri. 14 June 2024*	*Discussion Forum 2: Closes at 5.00 p.m. ET (Appendix B)*	*5%*
Wk. 9	*Fri. 5 July 2024*	*Discussion Forum 3: Closes at 5.00 p.m. ET (Appendix B)*	*5%*
Wk. 12	*Fri. 26 July 2024*	*Discussion Forum 4: Closes at 5.00 p.m. ET (Appendix B)*	*5%*

Quiz

Wk. 1	*Fri. 10 May 2024*	*Quiz: Recommended completion date (Appendix C)*	-

Zoom Meetings[2]

Weekly	*Thursdays*	*Zoom Meetings: Various times of day (Appendix D)*	-

Final Examination[3]

Exam	*TBA*	*Final Examination: Date, time, and locations TBA (Appendix X)*	*20%*
			100%

[1]*Please see the "Course Outline and Reading List" below for the closing dates of individual Discussion Forum Topics. The final Topic of each Discussion Forum closes on the dates and times indicated above.*

[2]*Please see the "Course Outline and Reading List" below for the dates and times of individual Zoom Meetings. Zoom Meetings are ungraded activities.*

[3]*Please monitor your SOLUS account and/or onQ for Examination information as it becomes available from the Exams Office.*

Academic Integrity

Queen's University Faculty of Arts and Science Academic Integrity Web Site
https://www.queensu.ca/artsci/undergraduate/student-services/academic-integrity

Queen's University is a member of the Centre for Academic Integrity (CAI). As such, it is committed to the principle of academic integrity as the foundation for the free exchange of ideas in the university setting. Academic integrity comprises the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage. Queen's University is committed to the promotion of these values in its academic relationship with students.

Departures from academic integrity include plagiarism, the use of unauthorized materials, facilitation, forgery, and falsification. Such departures potentially compromise the six values of academic integrity. The university provides a number of remedies or sanctions for such departures, including mark reductions, official warnings, the rescinding of awards or bursaries, a requirement to withdraw from the university for a specified period of time, or the revocation of degrees.

It is crucial, therefore, that students endeavour to uphold the six principles of academic integrity in their academic relationships with the university and its associated faculties and departments. The Queen's University Faculty of Arts and Science Academic Regulation 1 provides complete information about academic integrity, detailed definitions of the six core values, in-depth explanations of the various departures from academic integrity, and procedural materials. It is highly recommended that all students read and understand Regulation 1, which is found in the current Arts and Science Calendar or on the Arts and Science Academic Integrity Web Site.

A Selection of Plagiarism and Academic Integrity Resources

Students are strongly encouraged to read and understand all of these plagiarism and academic integrity resources. Students should contact Dr May if they have any questions about plagiarism or academic integrity:

- Queen's University Faculty of Arts and Science Academic Integrity Web Site (please see the URL above)
- Queen's University Faculty of Arts and Science Regulation 1 (please see the Academic Calendar)
- Queen's University Department of English Official Policy on Academic Integrity (please see Appendix Z)
- May, Robert G. "In Depth: Avoiding Unintentional Plagiarism." (please see the Class Web Site, under "Documents and Resources" > "Documents")

The Writing Centre at Queen's University

The Writing Centre at Queen's University
https://sass.queensu.ca/

Part of Student Academic Success Services (SASS) and located in the Learning Commons at Stauffer Library, the Writing Centre at Queen's University provides a comprehensive programme of tutorial sessions and writing workshops to students of all disciplines and levels within the university. Students will find a full description of services on the Writing Centre's Web site.

Perhaps most useful is the Writing Centre's one-on-one tutorial sessions, to which students may bring a draft of their assignments for advice on style, format, and content. It is highly recommended that students in the Department of English make use of the Writing Centre's one-on-one tutorial services. Students may schedule an appointment at the Writing Centre by visiting the Web site above, by calling 613.533.6315, or by visiting the front desk at the Learning Commons.

Writing Centre Tips

Students will benefit most highly from their appointments at the Writing Centre by following these tips:

- Book appointments early in the term: spaces are often limited, and they fill up quickly.
- Before the appointment, try to get as much information as possible down on paper. It is helpful to have at least a first paragraph, a thesis statement, or even just ideas in point form available for the writing consultant to see.
- Always bring a copy of the assignment sheet to the appointment, so the writing consultant can see the essay topics and instructions.
- Always bring a copy of primary source(s) and, if possible, any pertinent secondary sources, to the appointment.
- Bring everything in hard copy, as consultants do not work from laptops, tablets, or other devices.
- Remember, the Writing Centre is not a proofreading or editing service. Its mandate is to provide practical advice on developing effective writing skills.

Links

English Department Web Site

Queen's University Department of English Language and Literature
https://www.queensu.ca/english/

Students are encouraged to make use of the English Department's Web site, which contains important information about the undergraduate and graduate English programmes at Queen's University, as well as a number of helpful resources for students of English Language and Literature.

Land Acknowledgement

Office of Indigenous Initiatives: Land Acknowledgement
https://www.queensu.ca/indigenous/ways-knowing/land-acknowledgement

Queen's University is situated on traditional Anishinaabe and Haudenosaunee territories. For more information about these traditional territories, please see the Office of Indigenous Initiatives Web site.

The Purdue Online Writing Lab (OWL)

The Purdue Online Writing Lab (OWL)
https://owl.purdue.edu/

The Department of English endorses the Purdue Online Writing Lab (OWL). Students should access OWL for comprehensive information about MLA style, conducting research, avoiding plagiarism, grammar and style issues, and writing essays.

Course Outline and Reading List

Please note that this outline and reading schedule is subject to revision. Please consult the electronic version of this Course Syllabus on the class Web site (under "Courses" > "ENGL 215-700" > "Syllabus") for corrections and updates.

Icon Key		
Reading		**Introductory:** Introductory reading
Reading		**Main:** Main reading
Key Date		**Assignment:** Essays are assigned or due on these dates
Key Date		**Zoom Meeting:** Zoom Meetings take place on these dates
Key Date		**No Class:** Classes on these dates will not be held

Spring and Summer Term 2023

Introduction to ENGL 215

Wk. 1	Sun. 5 May 2024- Sat. 11 May 2024	**Introduction to ENGL 215**	Course Syllabus
	Unit 1: Confederation Poets (ca. 1860s-1920s)		Course Notes
		Robert Lecker, Preface	Lecker, ed. xvii
		Robert Lecker, Introduction	Lecker, ed. xviii-xxi
		Isabella Valancy Crawford Biography	Lecker, ed. 22-24
		Isabella Valancy Crawford, "The Dark Stag"	Lecker, ed. 56-57
		Isabella Valancy Crawford, "The Canoe"	Lecker, ed. 57-59
		Isabella Valancy Crawford, "The Lily Bed"	Lecker, ed. 59-61
		Charles G.D. Roberts Biography	Lecker, ed. 61-62
		Charles G.D. Roberts, "The Tantramar Revisited"	Lecker, ed. 62-64
		Charles G.D. Roberts, "The Sower"	Lecker, ed. 64-65
		Charles G.D. Roberts, "The Mowing"	Lecker, ed. 68
		Bliss Carman Biography	Lecker, ed. 69-71
		Bliss Carman, "Low Tide on Grand Pré"	Lecker, ed. 71-72
		Bliss Carman, "I Loved Thee, Atthis, in the Long Ago"	Lecker, ed. 77-78
		Bliss Carman, "Vestigia"	Lecker, ed. 78
		E. Pauline Johnson Biography	Lecker, ed. 80-81
		E. Pauline Johnson, "A Cry from an Indian Wife"	Lecker, ed. 81-82
		E. Pauline Johnson, "The Idlers"	Lecker, ed. 83-84
		E. Pauline Johnson, "The Corn Husker"	Lecker, ed. 89
		Archibald Lampman Biography	Lecker, ed. 89-91
		Archibald Lampman, "The Railway Station"	Lecker, ed. 91

		🕮 Archibald Lampman, “The City of the End of Things”	Lecker, ed. 100-02
		🕮 Archibald Lampman, “At the Long Sault: May, 1660”	Lecker, ed. 103-05
		✍ Duncan Campbell Scott Biography	Lecker, ed. 105-06
		🕮 Duncan Campbell Scott, “The Onondaga Madonna”	Lecker, ed. 106
		🕮 Duncan Campbell Scott, “Night Hymns on Lake Nipigon”	Lecker, ed. 111-12
		🕮 Duncan Campbell Scott, “The Forsaken”	Lecker, ed. 112-14

Wed. 8 May 2024	🗪	*Introduction to ENGL 215: Takes place at 10.00 a.m. ET (Appendix D)*
Thurs. 9 May 2024	🗪	*Live Chat 1a: Takes place at 9.00 a.m. ET (Appendix D)*
Fri. 10 May 2024	🗋	*Quiz: Recommended completion date (Appendix C)*
Fri. 10 May 2024	🗋	*Discussion Forum 1a: Closes at 5.00 p.m. ET (Appendix B)*

		Unit 2: Duncan Campbell Scott, *In the Village of Viger* (1896)	Course Notes
Wk. 2	Sun. 12 May 2024- Sat. 18 May 2024	✍ Robert G. May, Editor’s Preface	May, ed. 3-5
		✍ Robert G. May, Biocritical Context	May, ed. 161-84
		🕮 Duncan Campbell Scott, *In the Village of Viger*	May, ed. 9-90

Thurs. 16 May 2024	🗪	*Live Chat 1b: Takes place at 9.00 a.m. ET (Appendix D)*
Fri. 17 May 2024	🗋	*Discussion Forum 1b: Closes at 5.00 p.m. ET (Appendix B)*

		Unit 3: Stephen Leacock, *Sunshine Sketches of a Little Town* (1912)	Course Notes
Wk. 3	Sun. 19 May 2024- Sat. 25 May 2024	✍ Gerald Lynch, Editor’s Preface	Lynch, ed. ix-xi
		✍ Stephen Leacock Biography	Lynch, ed. xii-xiii
		🕮 Stephen Leacock, *Sunshine Sketches of a Little Town*	Lynch, ed. xv-xviii, 1-145

Thurs. 23 May 2024	🗪	*Live Chat 1c: Takes place at 9.00 a.m. ET (Appendix D)*
Fri. 24 May 2024	🗋	*Discussion Forum 1c: Closes at 5.00 p.m. ET (Appendix B)*
Fri. 24 May 2024	🗋	*Essay 1: Due at 5.00 p.m. ET (Appendix A)*

		Unit 4: Modernist Poets (ca. 1920s-1960s)	Course Notes
Wk. 4	Sun. 26 May 2024- Sat. 1 June 2024	✍ E.J. Pratt Biography	Lecker, ed. 123-24
		🕮 E.J. Pratt, “Newfoundland”	Lecker, ed. 125-26
		🕮 E.J. Pratt, “From Stone to Steel”	Lecker, ed. 127-28
		🕮 E.J. Pratt, “The Man and the Machine”	Lecker, ed. 128-29
		✍ F.R. Scott Biography	Lecker, ed. 149-51
		🕮 F.R. Scott, “Laurentian Shield”	Lecker, ed. 151-52
		🕮 F.R. Scott, “National Identity”	Lecker, ed. 154-55
		🕮 F.R. Scott, “A Lass in Wonderland”	Lecker, ed. 155-56
		✍ A.J.M. Smith Biography	Lecker, ed. 156-57
		🕮 A.J.M. Smith, “The Lonely Land”	Lecker, ed. 158 Lecker, ed. 160-61

	🕮 A.J.M. Smith, "Like an Old Proud King in a Parable"	Lecker, ed. 162-63
	🕮 A.J.M. Smith, "The Wisdom of Old Jelly Roll"	
	✍ Earle Birney Biography	Lecker, ed. 163-64
	🕮 Earle Birney, "David"	Lecker, ed. 164-70
	🕮 Earle Birney, "Anglosaxon Street"	Lecker, ed. 170-71
	🕮 Earle Birney, "Can. Lit."	Lecker, ed. 174
	✍ A.M. Klein Biography	Lecker, ed. 183-84
	🕮 A.M. Klein, "Heirloom"	Lecker, ed. 191
	🕮 A.M. Klein, "Autobiographical"	Lecker, ed. 191-94
	🕮 A.M. Klein, "Portrait of the Poet as Landscape"	Lecker, ed. 194-98
	✍ P.K. Page Biography	Lecker, ed. 234-35
	🕮 P.K. Page, "The Stenographers"	Lecker, ed. 235-36
	🕮 P.K. Page, "The Permanent Tourists"	Lecker, ed. 238
	🕮 P.K. Page "After Rain"	Lecker, ed. 242-43

Thurs. 30 May 2024	🗪	*Live Chat 2a: Takes place at 11.00 a.m. ET (Appendix D)*
Fri. 31 May 2024	🗋	*Discussion Forum 2a: Closes at 5.00 p.m. ET (Appendix B)*

Unit 5: Mordecai Richler, *The Apprenticeship of Duddy Kravitz* (1959) Course Notes

Wk. 5	Sun. 2 June 2024- Sat. 8 June 2024	✍	Mordecai Richler Biography	Richler 370
		🕮	Mordecai Richler, *The Apprenticeship of Duddy Kravitz*	Richler 1-366

Thurs. 6 June 2024	🗪	*Live Chat 2b: Takes place at 11.00 a.m. ET (Appendix D)*
Fri. 7 June 2024	🗋	*Discussion Forum 2b: Closes at 5.00 p.m. ET (Appendix B)*

Unit 6: Margaret Atwood, *The Edible Woman* (1969) Course Notes

Wk. 6	Sun. 9 June 2024- Sat. 15 June 2024	✍	Margaret Atwood Biography	Atwood 336
		🕮	Margaret Atwood, *The Edible Woman*	Atwood 1-330

Thurs. 13 June 2024	🗪	*Live Chat 2c: Takes place at 11.00 a.m. ET (Appendix D)*
Fri. 14 June 2024	🗋	*Discussion Forum 2c: Closes at 5.00 p.m. ET (Appendix B)*
Fri. 14 June 2024	🗋	*Essay 2: Due at 5.00 p.m. ET (Appendix A)*

Unit 7: Basil Johnston, *Moose Meat and Wild Rice* (1978) Course Notes

Wk. 7	Sun. 16 June 2024- Sat. 22 June 2024	🕮	Basil Johnston, *Moose Meat and Wild Rice*	Johnston 1-188

Thurs. 20 June 2024	🗪	*Live Chat 3a: Takes place at 1.00 p.m. ET (Appendix D)*
Fri. 21 June 2024	🗋	*Discussion Forum 3a: Closes at 5.00 p.m. ET (Appendix B)*

Unit 8: Contemporary Poets (ca. 1960s-2000s) Course Notes

Wk. 8	Sun. 23 June 2024- Sat. 29 June 2024	✍	Al Purdy Biography	Lecker, ed. 254-56
		🕮	Al Purdy, "The Country North of Belleville"	Lecker, ed. 256-58

	🕮 Al Purdy, “Home-Made Beer”	Lecker, ed. 259-60
	🕮 Al Purdy, “Lament for the Dorsets”	Lecker, ed. 265-66
	✍ Leonard Cohen Biography	Lecker, ed. 338-40
	🕮 Leonard Cohen, “I Have Not Lingered in European Monasteries”	Lecker, ed. 340-41
	🕮 Leonard Cohen, “Suzanne”	Lecker, ed. 343
	🕮 Leonard Cohen, “How to Speak Poetry”	Lecker, ed. 345-46
	✍ bpNichol Biography	Lecker, ed. 489-91
	🕮 bpNichol, “Not What The Siren Sang But What The Frag Ment”	Lecker, ed. 492-93
	🕮 bpNichol, “Frame 16”	Lecker, ed. 494
	🕮 bpNichol, “probable systems 4”	Lecker, ed. 497
	✍ Marilyn Dumont Biography	Lecker, ed. 585-86
	🕮 Marilyn Dumont, “The Devil’s Language”	Lecker, ed. 587-88
	🕮 Marilyn Dumont, “The Sound of One Hand Drumming”	Lecker, ed. 588-89
	🕮 Marilyn Dumont, “monuments, cowboys & indians, tin cans, and red wagons”	Lecker, ed. 589-90
	✍ John Barton Biography	Lecker, ed. 610-12
	🕮 John Barton, “Great Men”	Lecker, ed. 616-18
	🕮 John Barton, “The Living Room”	Lecker, ed. 621-22
	🕮 John Barton, “Plasma, Triangles of Silk”	Lecker, ed. 622-23
	✍ Gregory Scofield Biography	Lecker, ed. 662-63
	🕮 Gregory Scofield, “Conversation with the Poet”	Lecker, ed. 664-69
	🕮 Gregory Scofield, “No Peace”	Lecker, ed. 670-71
	🕮 Gregory Scofield, “Women Who Forgot the Taste of Limes”	Lecker, ed. 671-72

Thurs. 27 June 2024	🗪	*Live Chat 3b: Takes place at 1.00 p.m. ET (Appendix D)*
Fri. 28 June 2024	🗋	*Discussion Forum 3b: Closes at 5.00 p.m. ET (Appendix B)*

	Unit 9: Ann-Marie MacDonald, *Goodnight Desdemona (Good Morning Juliet)* (1988)		Course Notes
Wk. 9	Sun. 30 June 2024- Sat. 6 July 2024	✍ Banuta Rubess, Introduction	MacDonald xi-xiii
		✍ Ann-Marie MacDonald Biography	MacDonald 91
		🕮 Ann-Marie MacDonald, *Goodnight Desdemona (Good Morning Juliet)* (Acts 1-2)	MacDonald xiv-xvii, 1-89

Thurs. 4 July 2024	🗪	*Live Chat 3c: Takes place at 1.00 p.m. ET (Appendix D)*
Fri. 5 July 2024	🗋	*Discussion Forum 3c: Closes at 5.00 p.m. ET (Appendix B)*
Fri. 5 July 2024	🗋	*Essay 3: Due at 5.00 p.m. ET (Appendix A)*

	Unit 10: Tomson Highway, *Dry Lips Oughta Move to Kapuskasing* (1989)		Course Notes
Wk. 10	Sun. 7 July 2024- Sat. 13 July 2024	✍ Tomson Highway Biography	Highway 136 Highway 1-134

	🕮	Tomson Highway, *Dry Lips Oughta Move to Kapuskasing*

Thurs. 11 July 2024	🗪	*Live Chat 4a: Takes place at 3.00 p.m. ET (Appendix D)*
Fri. 12 July 2024	🗋	*Discussion Forum 4a: Closes at 5.00 p.m. ET (Appendix B)*

Unit 11: Brad Fraser, *Poor Super Man* (1995) Course Notes

Wk. 11	Sun. 14 July 2024- Sat. 20 July 2024	Brad Fraser, Introduction Brad Fraser Biography 🕮 Brad Fraser, *Poor Super Man*	Fraser 1-8 Fraser 180-81 Fraser 9-179

Thurs. 18 July 2024	🗪	*Final Exam Information: Takes place at 2.00 p.m. ET (Appendix D)*
Thurs. 18 July 2024	🗪	*Live Chat 4b: Takes place at 3.00 p.m. ET (Appendix D)*
Fri. 19 July 2024	🗋	*Discussion Forum 4b: Closes at 5.00 p.m. ET (Appendix B)*

Unit 12: Thomas King, *Green Grass, Running Water* (1993) Course Notes

Wk. 12	Sun. 21 July 2024- Sat. 27 July 2024	🕮 Thomas King, *Green Grass, Running Water*	King 1-431

Thurs. 25 July 2024	🗪	*Live Chat4c: Takes place at 3.00 p.m. ET (Appendix D)*
Fri. 26 July 2024	🗋	*Discussion Forum 4c: Closes at 5.00 p.m. ET (Appendix B)*
Fri. 26 July 2024	🗋	*Essay 4: Due at 5.00 p.m. ET (Appendix A)*

Final Examination

Exam	*TBA*	🗋	*Final Examination: Date, time, and locations TBA (Appendix X)*

Appendix A

General Instructions for Essays

Students must write 4 Essays of 1000 words each (plus or minus 100 words).

- **Essay 1:** Units 1-3
- **Essay 2:** Units 4-6
- **Essay 3:** Units 7-9
- **Essay 4:** Units 10-12

All Essays must have a clearly defined thesis statement, a logical argument set forth in the body paragraphs with substantial concrete references to the primary source, and a clear conclusion. Essays should focus on students' own interpretations and close readings of the primary source instead of on other critics' interpretations in secondary sources. Students must keep within 10% of the 1000-word limit (i.e., all Essays, including quotations, should be between 900 and 1100 words total).

Policies, Due Dates, and Weightings

- Please see the Course Syllabus ("Course Regulations") for policies.
- Please see the Course Syllabus ("Key Dates and Assignment Weightings") for weightings.
- Please see the Course Syllabus ("Course Outline and Reading List") for due dates.

Topics

Please see the Course Syllabus (Appendices A1, A2, A3, and A4) for Essay topics.

Academic Integrity

Please see the Course Syllabus (Appendix Z) for the English Department's policy on Academic Integrity and Plagiarism. Students should also read carefully the Academic Integrity and Plagiarism resources listed in the Course Syllabus ("Academic Integrity"). Students should contact Dr May and/or their TA if they have any questions or concerns about Academic Integrity and/or Plagiarism.

Turnitin

Turnitin
https://www.turnitin.com/

This course makes use of Turnitin, a third-party application that provides instructors with information about the authenticity of submitted work. When students submit their Essays to onQ, they are automatically also submitted to Turnitin. In doing so, students' work will be included in the Turnitin reference database, where it will be used for the purpose of detecting plagiarism. Turnitin compares submitted files against its extensive database of content, and produces a similarity report for each assignment. The similarity report includes the similarity score, the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. For more information, please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, available on their Web site, above.

Please also note that Turnitin uses cookies and other tracking technologies. However, in its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how

you can exercise control over cookies, see Turnitin's Privacy Policy. Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

The Writing Centre at Queen's University

Students are encouraged to make use of the services of the Writing Centre. Please refer to the Course Syllabus ("The Writing Centre at Queen's University") for the Writing Centre's contact information and a list of tips and recommendations for getting the most from Writing Centre appointments.

Format

All written work submitted to the English Department must conform to the latest formatting standards of the Modern Language Association (MLA). For additional information, please see the "MLA Style" resources on the Purdue Online Writing Lab (OWL) (the URL can be found in the Course Syllabus ("Links")). Please also see the Writing Resources on the Class Web Site (the URL can be found in the Course Syllabus ("onQ site, Class Web Site, and Social Media"). Students should contact Dr May and/or their TA if they have any questions about MLA formatting.

Formatting and Presentation Instructions

Please adhere to the following special formatting and presentation instructions. Students will lose 2% per violation of these instructions:

- Please use only the Times New Roman font (or equivalent), size 12.
- Please use only 1" margins.
- Please use only Canadian spelling (i.e., not American spelling).
- Please double-space the entire assignment, including all headings, titles, block quotations, and the list of Works Cited.
- Rather than a title page, use the first four lines at the top of the assignment to indicate 1) student's full name, 2) the instructor's name, 3) the course code, and 4) the date (please see below).
- Please number pages on the top, right-hand corner of the page, with surname (please see below).
- Please include a list of Works Cited at the end of the assignment, formatted according to MLA style.

[*student's surname*] 1

[*student's full name*]

[*instructor's full name*]

[*course code*]

[*date*]

[*title*]

[*essay begins here*]

Submission via onQ

Students must submit their Essays via onQ as a MS Word (.docx) attachment by 5.00 p.m. ET on the due date. Late Essays will be subject to a lateness penalty of 2% per 24-hour period. Please see onQ for complete instructions on how to upload Essays. The MS Word (.docx) document submitted to onQ should bear the file name "*[student's surname]*Essay*[essay number]*" (e.g., SmithEssay1). Please do not include any other information in the file name. Students will lose 2% for using an incorrect file name.

Evaluation

Essays will be evaluated according to the following criteria.

- **Thesis Statement:** The foundation of an essay is its thesis statement, a specific interpretive argument about the text. Students should articulate a clear and specific argument that can be stated in a single, succinct sentence. Remember, the entire purpose of the essay is to persuade the reader of the validity of the critical, argumentative assertion made in the thesis statement.

- **Introduction:** After the thesis statement, the introduction is perhaps the most important part of the essay. In this opening paragraph, students should introduce the topic to be discussed, offer the specific thesis they intend to prove, and indicate how they intend to go about proving it. The introduction thus gives the reader a clear sense of the whole essay—think of it as a "road map" of the essay—although it contains no specific evidence to back up its claims.

- **Body:** The bulk of the essay will be taken up with a series of paragraphs that offer evidence from the primary source(s) to support the argument offered in the thesis. Each paragraph should have a topic sentence that clearly defines the aspect of the argument the paragraph will explore, and a number of sentences to present the proof. Remember, it is not sufficient merely to make an assertion about the text; this assertion must also be backed up with solid, specific evidence. Be conscious of making smooth transitions between paragraphs. Show the reader why the shift is being made, and draw the necessary connections to show that the paragraphs together are part of a larger, coherent argument, and not simply independent "mini essays."

- **Conclusion:** The essay should end with a brief conclusion that brings the essay together and leaves the reader satisfied that students have proven what they set out to prove in the thesis statement. The best conclusions both rearticulate the thesis statement (i.e., phrase the thesis in different words) and provide closure for the reader in the form of a memorable final statement.

- **Style:** It is not sufficient merely to have intelligent insights about texts; those insights must be communicated to the reader clearly and concisely. Therefore, students will be assessed on technical matters such as spelling, diction, grammatical correctness, and sentence structure.

- **Tone:** A formal essay must maintain a professional, mature tone from beginning to end. Address the arguments to the reader in a consistently courteous, confident, and formal manner. Avoid colloquialisms, slang expressions, abbreviations, jokes, puns, coarse language, and anything else that might lower the formal, professional tone of the essay.

- **Additional Instructions:** Students will lose 2% per violation of the special formatting and presentation instructions listed above.

- **Lateness:** Students will lose 2% per 24-hour period for late assignments not accompanied by appropriate documentation.

Students should contact Dr May and/or their TA if they have any questions or concerns about their Essays.

Appendix A1

Unit 1 Essay Topics

Write a 1000-word Essay (plus or minus 100 words) on 1 of the topics below.

Return Poem: How and why do the Confederation Poets adapt the return poem genre as originally popularized by William Wordsworth in "Tintern Abbey"?

Uncollected Stories: Consider the ways in which one of the uncollected stories in Duncan Campbell Scott's *In the Village of Viger* ("The Return," "Coquelicot," or "Sister Ste Colombe") adheres to or departs from the themes and preoccupations of the main stories in the sequence.

Short-Story Cycles: Why is it important to see Stephen Leacock's *Sunshine Sketches of a Little Town* as a short-story cycle—i.e., a sequence of interrelated and interconnected short stories—rather than as a set of discrete and individual short stories?

Please see the Course Syllabus (Appendix A) for general Essay instructions.

Appendix A2

Unit 2 Essay Topics

Write a 1000-word Essay (plus or minus 100 words) on 1 of the topics below.

Spirituality: In what ways do the Modernist Poets advance a distinctly Modernist conception of spirituality, god, and/or religion in their work?

Satire: Identify some of Mordecai Richler's satirical targets in *The Apprenticeship of Duddy Kravitz* and evaluate his effectiveness in satirizing those targets.

Symbolism: Analyse the symbolism of the woman-shaped cake at the end of Margaret Atwood's *The Edible Woman*. Why does Duncan eat it but Peter refuse to eat it?

Please see the Course Syllabus (Appendix A) for general Essay instructions.

Appendix A3

Unit 3 Essay Topics

Write a 1000-word Essay (plus or minus 100 words) on 1 of the topics below.

Truthfulness: Assess the significance of Basil Johnston's assertion in the Epilogue to *Moose Meat and Wild Rice* that "All the stories recounted in this book are true: all are based on events that have occurred" (187). How does the knowledge that the stories are based on actual people and events affect the collection's larger themes and preoccupations?

Return Poem: In what ways do the Contemporary Poets adapt or experiment with the return poem genre to subvert its underlying preoccupation with nostalgia?

The Unconscious Mind: In the Introduction to Ann-Marie MacDonald's *Goodnight Desdemona (Good Morning Juliet)*, Baṇuta Rubess writes, "The real story happens in the zone of the unconscious mind. Constance ... reaches the nigredo/nadir of her existence, and this allows her to reconsider her life, her self, as if in a dream. Desdemona and Juliet are archetypes of [Constance's] own unconscious, Othello and Tybalt are permutations of Professor Night, and the Chorus, Iago, and Yorick can be seen as versions of [Constance's] own goading animus" (xii). Consider the play as a manifestation of the central character's unconscious mind.

Please see the Course Syllabus (Appendix A) for general Essay instructions.

Appendix A4

Unit 4 Essay Topics

Write a 1000-word Essay (plus or minus 100 words) on 1 of the topics below.

Satire: In what ways does Tomson Highway satirize Indigenous culture and lore in *Dry Lips Oughta Move to Kapuskasing*?

Superman: Consider the significance of Brad Fraser's use of Superman as a symbol in *Poor Super Man*. How does his repeated invocation of this iconic superhero character contribute to the play's central themes and preoccupations?

Structure: Thomas King's *Green Grass, Running Water* is divided into four parts, each corresponding to both a direction ("East," "South," "West," "North") and a colour ("Red," "White," "Black," "Blue") from "the Cherokee syllabary" (Flick 143). Assess the significance of this structuring device. What does it contribute to the novel's larger themes and preoccupations?

Please see the Course Syllabus (Appendix A) for general Essay instructions.

Appendix B

General Instructions for Discussion Forums

As a class participation exercise, students are expected to contribute questions and comments to the Discussion Forums on a regular basis throughout the course:

- **Discussion Forum 1:** Units 1-3
- **Discussion Forum 2:** Units 4-6
- **Discussion Forum 3:** Units 7-9
- **Discussion Forum 4:** Units 10-12

Students should post their comments in response to the course readings and Course Notes, as well as to each other's questions and comments.

Policies, Due Dates, and Weightings

- Please see the Course Syllabus ("Course Regulations") for policies.
- Please see the Course Syllabus ("Key Dates and Assignment Weightings") for weightings.
- Please see the Course Syllabus ("Course Outline and Reading List) for due dates.

Academic Integrity

Please see the Course Syllabus (Appendix Z) for the English Department's policy on Academic Integrity and Plagiarism. Students should also read carefully the Academic Integrity and Plagiarism resources listed in the Course Syllabus ("Academic Integrity"). Students should contact Dr May and/or their TA if they have any questions or concerns about Academic Integrity and/or Plagiarism.

Purpose of the Discussion Forums

The purpose of the Discussion Forums is to generate discussion and debate about the issues encountered in the course readings and Course Notes. In an on-campus course, this discussion would take place in the classroom, in a lecture or seminar setting. Because this course is conducted entirely online, this discussion must take place online, as well. In other words, the Discussion Forums are a class-participation exercise, rather than a writing exercise, even though they involve writing. The Discussion Forums will therefore be assessed as a class-participation exercise, and not as a writing exercise. Dr May will evaluate students' performance in the form of a grade and a set of standardized comments corresponding to that grade. More importantly, however, students will have the opportunity within the Discussion Forums to learn from each other by reading, thinking about, and responding to each other's questions and comments, to supplement and build upon the information Dr May has provided in the Course Notes. This kind of back-and-forth discussion and debate is crucial in literary studies, which is why the Discussion Forums are an important, peer-to-peer component of this online course.

Structure of the Discussion Forums on onQ

Four main Discussion Forums are posted on onQ (under "Activities" > "Discussions"): Discussion Forum 1 deals with Units 1-3, Discussion Forum 2 deals with Units 4-6, Discussion Forum 3 deals with Units 7-9, and Discussion Forum 4 deals with Units 10-12. Each Discussion Forum is worth 5% of students' final grade for the course, for a total of 20%.

Each Discussion Forum is subdivided into 3 Discussion Forum Topics, which correspond to the works on the Course Syllabus. For example, Discussion Forum 1 is subdivided into Discussion Forum Topic 1a, which deals with content in Unit 1, Discussion Forum Topic 1b, which deals with content in Unit 2, and Discussion Forum Topic 1c, which deals with content in Unit 3. Each Discussion Forum Topic is open for a limited time only, and only 1 Discussion Forum Topic is open at a time, so students should take careful note of the opening and closing dates for each

Discussion Forum Topic. Students may contribute to Discussion Forum Topics only while they are open. There will always be 1 Discussion Forum Topic open at any given time in the course.

Students contribute to Discussion Forum Topics either by starting a new thread or by replying to other participants' threads. After clicking on a Discussion Forum Topic, students can start a new thread by clicking on the "Start a New Thread" button. After clicking on another participant's thread, students can reply to that thread by clicking on the "Reply to Thread" button. There are other tools within the Discussion Forum interface for sorting, filtering, and editing threads and replies.

Dr May evaluates the 4 Discussion Forums as 4 separate assignments. For example, he evaluates Discussion Forum Topics 1a, 1b, and 1c together, to arrive at students' grade for Discussion Forum 1. Therefore, students who are unable to contribute very often to a certain Discussion Forum Topic can help make up for it by contributing more actively to the other Discussion Forum Topic(s) within any of the given 4 Discussion Forums (e.g., students who are unable to contribute to Discussion Forum Topic 1a can help make up for it by contributing more actively to Discussion Forum Topic 1b and/or Discussion Forum Topic 1c).

Discussion Forum Guidelines

- Students will contribute to the Discussion Forums within their TA Groups (i.e., in Groups of approximately 25-30 students), to keep the number of posts manageable. Discussion Forums will be graded by Dr May, so questions and concerns about this component of the course should be directed to him.

- Students should post questions and comments on a regular basis throughout the course, rather than only in the closing day or two before the Discussion Forum deadlines. The point of the Discussion Forums is to create a useful, back-and-forth discussion about the works on the Course Syllabus, to approximate the type of discussion that might take place in a classroom lecture or seminar setting, so regular participation is both encouraged and expected.

- Students should contribute to the Discussion Forums both by responding to threads that other participants in the Group have started, and by starting threads of their own on new subject matter. Before starting a new thread, students should first check to see that another student has not yet started a thread on the same or similar subject matter, to avoid duplication. If a thread has already been started on a certain subject matter, students should reply within that thread, instead of starting a new thread on that subject matter.

- Students should actively monitor threads they start or contribute to, and respond to students who reply to their posts. Students should respond in a way that advances or builds on the original idea by adding further examples from the primary source, by subjecting the idea to a deeper or more nuanced analysis, or by offering alternative or competing points of view in a constructive, respectful way. Students who contribute to the Discussion Forums earlier in the week will maximize their opportunities to monitor and respond to other participants' posts later in the week.

- Students should back up and contextualize their comments with direct and/or indirect quotations from the primary source. Try to subject the primary source to a careful close reading, isolating the various linguistic devices and rhetorical strategies the author uses to articulate their themes, to create meaning in the work, and to advance the main argument of the thread.

- Students do not necessarily have to back up and contextualize their comments with quotations from secondary research. However, they may use secondary research if they wish, provided that research contributes in a substantive and useful way to the argument of the thread. Students should not simply repeat other critics' research, but they should build on that research to add their own analytical voice. Students who use secondary sources must cite these sources appropriately, using correct MLA Style. Academic integrity

applies to the Discussion Forums in the same way it does to the Essay component of the course.

- Students who are having difficulty gauging how often they should be posting to the Discussion Forums and what types of issues they should be dealing with should monitor the Discussion Forums carefully to see how often other participants are contributing to them, and to assess what types of issues are being discussed. Students are being evaluated and assessed in comparison with each other's contributions.

- Students must complete their posts to the Discussion Forums by the individual Discussion Forums' due dates. After the due date has passed, the Discussion Forum will automatically close on onQ, and no further posts will be permitted.

Etiquette

Students should be read other participants' comments and respond to them courteously. They should express disagreement with someone else's viewpoint respectfully. The use of offensive, discriminatory, or otherwise inappropriate language is not permitted. No personal attacks or insults will be tolerated. Violators of this policy may lose their Discussion Forum privileges and forfeit their mark for this component of the course.

Evaluation

Twenty percent (20%) of students' final grade for the course will be devoted to participation in the Discussion Forums, five percent (5%) for each of Discussion Forums 1, 2, 3, and 4. Students are expected to post to the Discussion Forums on a regular basis throughout the course, just like they are expected to attend and participate in their classes on a regular basis. Students will be assessed not only on how regularly they post to the forums compared to other participants in their Group, but also on how thoughtful and self-reflective their comments are compared to other participants in their Group. Although the Discussion Forums are not a writing assignment, students should still write professionally and spell-check their posts carefully. Dr May will evaluate students' performance in the form of a grade and a set of standardized comments corresponding to that grade.

Formatting Tips

Please observe the following formatting guidelines in the Discussion Forums:

- When beginning a new thread, use a brief but descriptive title to summarize the subject matter of the post (e.g., "Imagery in *The Handmaid's Tale*" rather than just "Imagery" or "*The Handmaid's Tale*").
- Before beginning a new thread, check to see that another student has not already started a thread on the same or similar subject matter, to avoid duplication.
- When beginning a new thread, deal with a single issue or question only, rather than attempt to cover multiple issues or questions.
- To make threads easier to read, do not include the original post in replies (disable this feature by clicking on "Settings" and unchecking the box labelled "Include original post in reply").
- Try to avoid unnecessary or elaborate formatting, such as the use of different font types and sizes, varying line spacings, underlining and boldface type, etc.
- Be sure to include bibliographical references for any secondary sources used, formatted according to correct MLA Style.
- Be conscious of using correct grammar and sentence structure, and maintain a courteous and professional tone at all times.

Students should contact Dr May if they have any questions or concerns about the Discussion Forums.

Appendix C

General Instructions for Quizzes

Students are expected to complete 1 short Quiz at the beginning of the course:

- **Quiz:** Ungraded Syllabus Quiz

The Quiz consists of 10 multiple-choice questions based on the content of the Course Syllabus.

Policies, Due Dates, and Weightings

- Please see the Course Syllabus ("Course Regulations") for policies.
- Please see the Course Syllabus ("Key Dates and Assignment Weightings") for weightings.
- Please see the Course Syllabus ("Course Outline and Reading List") for due dates.

Purpose of the Quiz

The purpose of the Quiz is for students to demonstrate their knowledge of the structure of the course, course expectations, course policies and regulations, and other information contained in the Course Syllabus.

Quiz Guidelines

- Students are expected to complete the Quiz on onQ (under "Activities" > "Quizzes") after reading the Course Syllabus thoroughly.

- The Quiz contains 10 multiple-choice questions. The Quiz should take students approximately 10 minutes to complete. However, there is no time limit imposed on students' completion of the Quiz. Students may take as long as they need to complete the Quiz.

- The Quiz is an open-book assessment: students may freely consult the Course Syllabus to complete the Quiz.

- The Quiz has a recommended date of completion. However, there is no deadlines for students' completion of the Quiz, other than the end of term. It is highly recommended that students complete the Quiz by the recommended completion date, but students may complete the Quiz whenever they wish, up until the final day of term. However, on the final day of term, the Quiz will automatically close, and no further attempts will be permitted.

- Students may attempt the Quiz only once.

- Students are expected to complete the Quiz independently, without consultation with other students in the course, to avoid departures from academic integrity.

Evaluation

The Quiz is an ungraded activity.

Students should contact Dr May if they have questions or concerns about Quizzes.

Appendix D

General Instructions for Zoom Meetings

To supplement the written lessons in the Course Notes on onQ, Dr May will host weekly ungraded Zoom Meetings:

- **Live Chat 1a** (Confederation Poets)
- **Live Chat 1b** (Scott)
- **Live Chat 1c** (Leacock)
- **Live Chat 2a** (Modernist Poets)
- **Live Chat 2b** (Richler)
- **Live Chat 2c** (Atwood)
- **Live Chat 3a** (Johnston)
- **Live Chat 3b** (Contemporary Poets)
- **Live Chat 3c** (MacDonald)
- **Live Chat 4a** (Highway)
- **Live Chat 4b** (Fraser)
- **Live Chat 4c** (King)

All Zoom Meetings take place on Thursdays, but have been scheduled at different times of day to accommodate students' various schedules and time zones.

Policies, Due Dates, and Weightings

- Please see the Course Syllabus ("Course Regulations") for policies.
- Please see the Course Syllabus ("Key Dates and Assignment Weightings") for weightings.
- Please see the Course Syllabus ("Course Outline and Reading List") for due dates.

Purpose of the Zoom Meetings

The purpose of the Zoom Meetings is to provide regular opportunities for students to gather synchronously to discuss and ask questions about the course and its content. Online courses can sometimes seem impersonal, so the Zoom Meetings are designed to give Dr May, the TAs, and students an opportunity to meet each other in the same virtual space. The Zoom Meetings are ungraded and informal.

Discussion Questions

Please see Appendix D1 for Live Chat Discussion Questions. Ahead of each Live Chat, students should read and think about the relevant Discussion Question, and be ready to contribute their ideas in response to the Discussion Question during the Live Chat.

Accessing the Zoom Meetings on onQ

At the scheduled day and time, students should access the Zoom Meeting via the link on onQ (under "Activities" > "Zoom Meetings" > "Live"). During the Zoom Meeting, students will have the opportunity to engage in live discussion about the course concepts with Dr May, the TAs, and other students in the course. Each Zoom Meeting will be approximately 1 hour in length. The Zoom Meetings are ungraded activities. Students who are unable to participate live can watch recordings of the Zoom Meetings, which will be posted the day after each Zoom Meeting on onQ (under "Activities" > "Zoom Meetings" > "Recording").

Students should contact Dr May if they have questions or concerns about the Zoom Meetings.

Appendix D1

Live Chat Discussion Questions

Please consider the following discussion questions in preparation for the Live Chats:

- **Live Chat 1a (Confederation Poets): Form and Content:** Consider some of the ways in which the Confederation Poets use traditional metrical forms (e.g., the sonnet, elegiac metre, etc.) to emphasize the themes and preoccupations of their poetry.

- **Live Chat 1b (Scott): Illustrations:** What do Thoreau Macdonald's illustrations to the 1945 edition of Duncan Campbell Scott's *In the Village of Viger* contribute to the stories' central themes and preoccupations?

- **Live Chat 1c (Leacock): Envoi:** What is the rhetorical function of the Envoi of Stephen Leacock's *Sunshine Sketches of a Little Town*, "The Train to Mariposa"?

- **Live Chat 2a (Modernist Poets): The Land:** In what ways do the Modernist Poets' responses to the natural landscape differ from those of their predecessors, the Confederation Poets?

- **Live Chat 2b (Richler): The Jewish-Canadian Novel:** Evaluate F.M. Birbalsingh's assertion in "Mordecai Richler and the Jewish-Canadian Novel" (1972) that, in *The Apprenticeship of Duddy Kravitz*, "Duddy's fantastic career exposes to ridicule the contemptuous goy versus contemptible Jew relationship, pouring scorn on gentile and Jew alike for failings that are, in the end, not narrowly racial and cultural, but broadly human and universal" (76).

- **Live Chat 2c (Atwood): Satire:** Consider some of the ways in which Margaret Atwood satirizes 1960s North American society in *The Edible Woman*. Potential avenues for exploration may include the mass media, consumer culture, or the second-wave feminist movement.

- **Live Chat 3a (Johnston): Narrative Viewpoint:** Evaluate the effect of Basil Johnston's occasional shift from third-person narrative viewpoint to first-person narrative viewpoint in some of the stories in *Moose Meat and Wild Rice* (e.g.,"Can I See the President" (141-48), "The Kiss and the Moonshine" (158-67)).

- **Live Chat 3b (Contemporary Poets): Indigenous Themes:** Consider the Contemporary Poets' treatment of Indigenous issues and themes in their work.

- **Live Chat 3c (MacDonald): The Role of Women:** In the Introduction to Ann-Marie MacDonald's *Goodnight Desdemona (Good Morning Juliet)*, Baṇuta Rubess writes, "the greatest pleasure of the piece is its scope—in terms of content, in terms of theatricality, and ultimately, in terms of the place it gives women" (xiii). Evaluate Rubess' statement by considering some of the women characters in the play.

- **Live Chat 4a (Highway): Hockey:** Evaluate the symbolic implications of the game of ice hockey in Tomson Highway's *Dry Lips Oughta Move to Kapuskasing*.

- **Live Chat 4b (Fraser): Controversy:** In the Introduction to *Poor Super Man*, Brad Fraser remarks that the play was considered "too controversial" for some companies to produce in the 1990s (1) owing to its "overt homosexual content" (2). Does the play still seem "controversial" today? Why or why not?

- **Live Chat 4c (King): Humour:** How does Thomas King use humour in *Green Grass, Running Water* to emphasize the larger themes and preoccupations of the novel?

Please see the Course Syllabus (Appendix D) for general Zoom Meeting instructions.

Appendix X

General Instructions for the Final Examination

At the end of the course, students must write a 3-hour Final Examination.

Policies, Due Dates, and Weightings

- Please see the Course Syllabus ("Course Regulations") for policies.
- Please see the Course Syllabus ("Key Dates and Assignment Weightings") for weightings.
- Please see the Course Syllabus ("Course Outline and Reading List") for due dates.

Queen's University Examination Regulations

Please see the university registrar's Web site for the university's Examination regulations.

Queen's University Examination Regulations
https://www.queensu.ca/registrar/academic-info/exams/students

Instructions

Here are the instructions for the Examinations exactly as they will be phrased on the Examination paper:

General Instructions: Answer all questions in the answer booklets provided. Please make sure your student number is written clearly on the front of all answer booklets. Please note: Proctors are unable to respond to queries about the interpretation of Examination questions. Do your best to answer the questions as written.

Examination Instructions: It is highly recommended that you read this entire Examination paper through before you begin to write. This Examination is 3 hours in length. Please remember to phrase all of your responses in complete sentences. You will not receive credit for responses in point form or otherwise not phrased in complete sentences. Please double-space your responses in the Examination booklets provided. You will be penalized for failing to double-space your responses.

Choose 1 of the 3 questions below and respond to it in the form of a standard Essay. Your Essay should have a clearly defined thesis statement, a logical argument set forth in the body paragraphs with substantial concrete references to the primary source, and a clear conclusion.

[Three questions will follow.]

Students should contact Dr May if they have any questions or concerns about the Examinations.

Examination Tips
• Students are encouraged to review the university's Examination regulations. The university penalizes students who do not adhere to these regulations.

Appendix Y

Grade Conversion Scale

For all assignments in this course, students will receive both a numerical mark and a letter grade. Numerical marks and letter grades correspond to each other according to the following table, which is based on Queen's Official Grade Conversion Scale:

	Letter Grade	Mark Range	GPA	Verbal Meaning	
	A+	90-100	4.3	Far exceeds expectations	
	A	85-89	4.0	Exceeds expectations	
	A-	80-84	3.7		
	B+	77-79	3.3	Meets expectations	
	B	73-76	3.0		
(typical	**B-**	70-72	2.7		*(typical*
median)	**C+**	67-69	2.3	Falls short of expectations	*median)*
	C	63-66	2.0		
	C-	60-62	1.7		
	D+	57-59	1.3	Falls considerably short of expectations	
	D	53-56	1.0		
	D-	50-52	0.7	Falls far short of expectations	
	F	0-49	0.0	Failing grade	

At the end of the course, students' "Final Calculated Grade" on onQ will be rounded up to the next whole number and converted to a final letter grade according to the table above. Only the final letter grade will appear on students' transcript and be used to calculate students' GPA.

The typical median for this course is 70% (B-).

Appendix Z

Queen's Department of English Statement on Academic Integrity

Queen's University values and promotes an ethos of academic integrity, based on the values of honesty, trust, fairness, respect, responsibility, and courage. Departures from these values compromise the integrity of the scholarly community that the University strives to foster. Such departures are accordingly regarded with great seriousness, and are subject to a range of sanctions.

The following are examples of departures from academic integrity:

- plagiarism, such as the unacknowledged use of sources;
- using unauthorized materials during a test;
- facilitation, such as the buying or selling of term papers;
- the forging of documents; and
- falsification, such as impersonating someone in an examination.

These values and departures from them are more fully defined and explained in Queen's Arts and Science Regulation 1, "Academic Integrity":

Queen's University Faculty of Arts and Science Academic Calendar
https://www.queensu.ca/academic-calendar/arts-science/

Students should familiarize themselves with this Regulation, which provides the framework within which the Department treats all departures from academic integrity.

Plagiarism

The boundary between what may be regarded as appropriate borrowing on the one hand, and plagiarism or improper borrowing on the other, may vary from one discipline to another. Students taking courses in the Department need to understand what constitutes plagiarism in the discipline of English, why it is so regarded, and how to avoid inadvertently crossing the boundary between the acceptable and the unacceptable use of sources.

To ensure that all students understand these issues, the Department requires that this document be appended to every course syllabus. The purpose of this document is thus to inform. It does not imply a presumption of anyone's intent to plagiarize. Many instructors also devote class time to the subject, and provide opportunity for discussing it. In any case, students who are unsure about what constitutes plagiarism should seek clarification from their instructor.

Citation of Sources: Purposes and Methods

Since plagiarism results from inadequate citation of the sources of one's ideas or expressions, it is important to begin by understanding the purposes for citation. Citing sources properly is not just a matter of avoiding plagiarism; it has rhetorical purposes within an essay and constructive purposes within the discipline. A literary essay is not a simple monologue, in which everything originates with the essayist; it is more like a conversation involving the essayist, the subject matter, the reader, and (in many cases) other critics who have commented on the subject before.

Citation is a way of making the conversation and the essayist's part in it clear by attributing all parts to their proper sources. If exact citation makes clear what the essayist's debts are, it also helps to highlight the essayist's own contributions. Proper citation has several other positive functions:

- enhancing essayists' authority by showing that they have informed themselves on the subject,
- sharing information (e.g., by identifying sources the reader may not have known), and
- ensuring accuracy by making representations of others' ideas and statements subject to checking.

Methods or formats of citation vary somewhat from one discipline to the next: for instance, while social scientists commonly use the American Psychological Association (or APA) style of citation, the Modern Language Association (or MLA) style is widely accepted in the discipline of literary studies and is considered standard within the Department.

Plagiarism: Definitions and Guidelines

Just as different disciplines use different styles of citation, what counts as permissible borrowing and what counts as plagiarism may also differ between disciplines. A borrowing without citation that may be acceptable in one discipline because it is considered a statement of fact or of common knowledge may be unacceptable in a literary research paper because it is considered somebody's representation or interpretation. In general, the discipline of literary studies is more sensitive than others to the integrity of particular interpretations, representations, and phrasings, and more likely to view the representation of these elements as requiring citation.

Arts and Science Regulation 1, which is binding for all Departments, defines plagiarism as "presenting another's ideas or phrasings as one's own without proper acknowledgement." The Regulation provides the following examples of prohibited acts:

- copying and pasting from the Internet, a printed source, or other resource without proper acknowledgement;
- copying from another student;
- using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement;
- submitting the same piece of work in more than one course without the permission of the instructors.

Facilitation of a departure from academic integrity, such as "knowingly allowing one's essay or assignment to be copied by someone else" or "the buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism," is also prohibited. In the words of Regulation 1, this listing "defines the domain of relevant acts without providing an exhaustive list."

The Department also offers the following guidelines on how to avoid plagiarism in undergraduate English essays:

- Electronic sources (e.g., Web sites, online databases) have the same status as printed sources (e.g., books, journal articles). Borrowings from either type of source must be fully and specifically acknowledged.
- Listing a source on a page of Works Cited is not in itself adequate acknowledgement. All specific borrowings from the source (whether of ideas or of language) must also be acknowledged locally with internal citations and, where appropriate, with quotation marks.
- An internal citation is not adequate if it is not clear how much information has been taken from the cited source. For example, a citation at the end of a paragraph is not adequate if it remains unclear whether the borrowing extends to one sentence or to more, or whether it extends to ideas only or also to the language used to express those ideas. In some cases, a borrowing with inadequate citation can constitute plagiarism.
- Do not attribute greater claims to a source than the source actually makes or alter a quotation without indicating how it has been altered.
- Collaboration in the writing of an essay is permitted only if specified in the assignment, and then the assignment should be co-signed; presenting collaborative work without acknowledgement may fall under the

definition of plagiarism. If in doubt, students should ask their instructor whether or to what extent collaboration is permitted.

- Unforeseen difficulties (e.g., illness or family emergency) are not an excuse for plagiarism, for they can be dealt with in other ways. In such cases, students should ask their instructor for accommodation.
- Plagiarism can occur with or without intent; the definitions used by Arts and Science Regulation 1 and by the Department do not presume a deliberate attempt to deceive. Unintentional plagiarism may result if the essayist copies sources carelessly, forgets what originates with the sources, and then represents ideas or language taken from those sources as original work. It is therefore important to keep track of exactly what comes from where during the research process. It is the student's responsibility to ensure that there can be no misunderstanding about what information should be credited to the student and what derives from another source.
- It is also the student's responsibility to ensure that the version of work submitted for academic credit is the final version; a claim that a wrong draft was submitted by accident will not be accepted as an excuse for plagiarism.

Students who are uncertain about how to document a specific source, or about what constitutes plagiarism in the fulfilment of a specific assignment, should seek clarification from the instructor. Seeking such clarification is their responsibility.

How Possible Departures from Academic Integrity are Treated

Arts and Science Regulation 1 prescribes a procedure for dealing with cases where a possible departure from academic integrity is suspected. This procedure is here summarized.

For more detail, students should consult the Regulation itself, as well as the Academic Integrity section of the Faculty of Arts and Science Web site:

Queen's University Faculty of Arts and Science Academic Integrity Web Site
https://www.queensu.ca/artsci/undergraduate/student-services/academic-integrity

An instructor who has concerns relating to a possible departure from academic integrity will send to the student a "Notice of Investigation," outlining the basis for concern. Students must respond to this notice within ten days, either by contacting the instructor to arrange a meeting or by notifying their intention to submit a written response. Either option gives students an opportunity to respond to the instructor's concerns; students who opt for a meeting are entitled to bring a friend or advisor.

After the meeting, or after receiving a written response, the instructor will determine whether the evidence warrants a finding of a departure from academic integrity. An instructor who determines that there are no grounds for such a finding will inform the student, and all documents in the case will be destroyed. An instructor who determines that the evidence does warrant a finding of such a departure will then decide, taking into account the seriousness of the finding and all relevant circumstances, whether the finding is Level 1 or Level 2, and what sanction to impose.

The distinction between a Level 1 and a Level 2 finding is described in Arts and Science Regulation 1. Briefly, a Level 1 finding is less serious, the sanction is imposed within the Department, and the record is kept in a separate file in the Faculty Office, but not in the student's main file, and is only consulted in the case of a subsequent finding. In the Department, the sanction for a Level 1 finding is often a mark of zero for the particular assignment.

More serious cases, those categorized as Level 2, typically include some aggravating circumstance, such as the existence of a previous finding, and the sanction may involve a student failing the entire course. Level 2 findings are kept in a student's main file in the Faculty Office.

In all cases, the instructor will send the student a formal notice of a "Finding of a Departure from Academic Integrity." The student has a right to appeal this finding or to appeal the sanction, and the procedure for doing so is described on the form. In some instances, and always when the student has previously been the subject of a finding of a departure from academic integrity, the instructor will refer the finding to the Associate Dean (Studies), who may apply a more serious sanction, possibly including a recommendation to Senate that the student be required to withdraw from the University.

It is the responsibility of all students to read both Faculty and Department policies on this matter. For the Faculty policy, see Arts and Science Regulation 1.

Essential Further Reading

The Department endorses the Purdue Online Writing Lab (OWL), which contains a wealth of information for English students:

Purdue Online Writing Lab (OWL)
https://owl.purdue.edu/

Students are encouraged to access the resources listed under the heading "Research and Citation" for comprehensive information about avoiding plagiarism ("Using Research") and using MLA style correctly ("MLA Style").

Questions?

If you have any questions about Academic Integrity or Plagiarism, please speak to your instructor or contact the Undergraduate Chair via e-mail (ugrad.english@queensu.ca).

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