Welcome to English 313. I am your instructor, Dr. Shelley Hulan. My

office: Hagey Hall 255
e-mail: shulan@watarts.uwaterloo.ca
tele.: extension 6867 (university switchboard 888-4567)

office hours: Thursdays 1-4 p.m.
other times by appointment

This course outline contains essential information about the course. Please keep it with your course notes.

Course description: In English 313, students examine early writing in pre- and post-Confederation Canada, from the arrival of missionaries in the places now called Quebec and Ontario to early twentieth-century romances. This long period in Canadian writing (we will look at works from the early seventeenth century to one published just before World War I) is sometimes incorrectly overlooked as the rather boring predecessor to modern and postmodern Canadian writing. As the University Calendar tells you, however, it is home to a surprising variety of genres (the romance, the fantasy, the gothic tale), a fascinating selection of documents (the letters of the Jesuit missionaries, the journals of pioneer women, the treaties negotiated with some of the First Nations, the writing of First Nations authors themselves), and forms of writing adapted to suit the particular needs of Old World immigrants to the New World (the long poem on Canada). In English 313, we study the early literary history of Canada through a representative selection of its letters, narratives, poetry, and legal documents.

A note on prerequisites: English 313's prerequisite is 3A standing or higher. Space permitting and on a first-come, first-served basis, I am willing to sign in a limited number of people who do not yet have this standing. However, all students must understand that a 300-level course is more demanding than one at the 200 level. The reading load is heavier, and students are expected to take a more active role in the class through discussion and group activities. Keeping up with the work for the course is vital. Students would be wise to begin reading the literature, especially the novels, well in advance of the classes during which they will be discussed.

Late policy: Students need to feel confident that their instructor uses the same criteria to judge everyone in the class. In order to make sure that all students are treated in the same way, I require that requests for deadline extensions be accompanied by the appropriate documentation from a doctor or health care professional. If you have a valid reason for handing in assignments late, you must notify me immediately of that reason and provide the relevant documentation of the problem. With a valid reason, you will not receive a late penalty for not handing the assignment in on the original due date. However, you and I must agree on a new due date, which will be firm.
In the absence of a valid reason for handing in your assignment after the due date, it will be subject to a penalty of 2% per day until I receive it, and late papers will not be accepted at all after two weeks have passed from the original deadline.

E-mail policy: I will answer questions that require a short response via e-mail and will try to respond to your message within twenty-four hours of receiving it. For queries (or problems) that require longer responses, you are welcome to send me an e-mail so that we can arrange a telephone consultation or a face-to-face meeting. Negotiating assignment extensions over e-mail is definitely not recommended.

Grade breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Close reading assignment (500 words) sign up</td>
<td>10%</td>
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<tr>
<td>Mid-term test</td>
<td>20%</td>
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<tr>
<td>Essay (2000 words) due March 25 in class</td>
<td>20%</td>
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<tr>
<td>Participation (includes at least 2 pop quizzes, worth 2 marks each)</td>
<td>10%</td>
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<tr>
<td>Final exam</td>
<td>40%</td>
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Plagiarism and other kinds of cheating

The Faculty of Arts has asked that all course syllabi include the following statement:

"Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infocat/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean."

The Faculty of Arts has compiled definitions of cheating and plagiarism that I have appended to the end of this syllabus, and the Associate Dean of Arts (Undergraduate) also has a web page devoted to plagiarism: http://watarts.uwaterloo.ca/~sager/plagiarism.html. You are responsible for understanding what plagiarism is, so please read these definitions carefully.

My policy on plagiarism: Plagiarism definitions and rules apply for any written assignment. I reserve the right to submit your papers and essays to a plagiarism web site such as Turnitin.com. In keeping with the Faculty of Arts policy, I forward all cases of egregious plagiarism (cases where the whole or a significant portion of the work is plagiarized) directly to the Undergraduate Associate Dean. The repercussions for plagiarism are significant, and are listed in University Policy #71, the Student Academic Discipline Policy.
Plagiarism is not only about misrepresenting other people's ideas as one's own, although this is a disturbing aspect of plagiarism. Learning how to avoid plagiarism also involves learning how to communicate ideas clearly, how to avoid sloppy research practices, and how to argue effectively.

Class schedule:

Text abbreviations: Course Readings—CR  
Pioneering Women—PW

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Jan. 6</td>
<td>Religion and Empire</td>
<td>Introduction</td>
</tr>
<tr>
<td>Jan. 8</td>
<td>Jesuit Relations</td>
<td>Jesuit Relations 13-48</td>
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<tr>
<td>Jan. 13</td>
<td>Jesuit Relations</td>
<td>Jesuit Relations 57-82; “Traditional Orature” (CR 58-59)</td>
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<tr>
<td>Jan. 15</td>
<td>Imperial SELves and Others</td>
<td>James Isham (CR 2-8); Samuel Hearne (CR 9-25)</td>
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<tr>
<td>Jan. 20</td>
<td>Native Others</td>
<td>Hearne cont.; Saukampeee (CR 25-30)</td>
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<tr>
<td>Jan. 22</td>
<td>Epistles and Journals</td>
<td>Frances Brooke (CR 30-39); Joseph Brant (CR 60-61)</td>
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<tr>
<td>Jan. 27</td>
<td></td>
<td>George Copway (CR 62-66); Catherine Soneegoh Sutton (CR 67)</td>
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<td>Jan. 29</td>
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<td>Susanna Moodie (CR 45-58); Moodie, “The Walk to Dummer” (PW 55-77)</td>
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<tr>
<td>Feb. 3</td>
<td>Jesuit Relations</td>
<td>Jesuit Relations 120-21; Anna Brownell Jamieson (CR 39-45); Harriet Vaughn Cheney, “The Emigrants” (92-109)</td>
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<tr>
<td>Feb. 5</td>
<td>Discovery and Remembrance: the Long Poem</td>
<td>Charles Sangster, “On Queenston Heights” and “The Spirit of the Woods” (CR 68-70); The St. Lawrence and the Saguenay</td>
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<td>Feb. 10</td>
<td></td>
<td>The St. Lawrence and the Saguenay cont.</td>
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<td>Feb. 12</td>
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<td>mid-term test</td>
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<td>Feb. 16-20</td>
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<td>Reading Week</td>
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<tr>
<td>Feb. 24</td>
<td>Realism and Romance</td>
<td>The St. Lawrence and the Saguenay cont.; May Agnes Fleming, “The Philopena” (PW 113-23)</td>
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<tr>
<td>Feb. 26</td>
<td></td>
<td>Rosanna Mullins Leprohon, “Alice Sydenham’s First Ball” (PW 155-89); Ellen Vavasour Noel, “The House-Keeper at Lorne Hall” (PW 237-53)</td>
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<tr>
<td>Mar. 2</td>
<td>Historical</td>
<td>William Kirby, The Golden Dog</td>
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<tr>
<td>Mar. 4</td>
<td>Romance</td>
<td>The Golden Dog cont.</td>
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<tr>
<td>Mar. 9</td>
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<td>Fantasy</td>
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<td></td>
<td>Mary Anne Sadlier, “A Peep into the Dominions of Pluto” (PW 81-89)</td>
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<tr>
<td>Mar. 11</td>
<td>James de Mille, A Strange Manuscript Found in a Copper Cylinder</td>
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<tr>
<td>Mar. 16</td>
<td></td>
<td>Strange Manuscript cont.</td>
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<tr>
<td>Mar. 18</td>
<td></td>
<td>Strange Manuscript cont.</td>
</tr>
<tr>
<td></td>
<td>Early Legal Documents</td>
<td>Alexander Morris, “The Treaties at Forts Carlton and Pitt, Number Six” (CR 79-87)</td>
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Mar. 23  

Mar. 25  Confederation Heroine  
Lucy Maud Montgomery, Anne of Green Gables; final essay due

Mar. 30  
Anne of Green Gables cont.

Apr. 1  
Anne of Green Gables cont.; course review

Close reading assignment (10%)

We have a good deal of reading to do in this class, and as with most upper-year level courses in English, class time is too short to allow an exhaustive study of the individual works that we will cover. In this short paper (500 words or two double-spaced pages), you will focus on the reading material covered in class during the previous week, choosing one passage from the week’s reading to analyse in depth. Close reading assignments are due in class on Tuesdays throughout the semester.

Here are some questions to get you started: What reality is being constructed by the words that the writer chooses? Why do certain experiences and events receive more attention than others? If you decide to respond to an argument made by one of these writers, assess the proof that he or she offers (you may wish to provide a refutation of this proof).

I do not expect you to discuss ideas not mentioned at all by the class or by me in my lectures. You may make use of your lecture notes when you write your response paper, and in fact these papers are scheduled in such a way as to enable you to do so. However, the purpose of the assignment is not to have you recapitulate the material in the lectures. Rather, it is to give you a chance to comment insightfully on particular passages that we will not have time to go over in class, and to signal your ability to discover those passages on your own.

Note: You may NOT use the text on which you write for this assignment for your final essay.

Plagiarism, Part 2

As I indicated earlier, the Faculty of Arts has made a list that describes some of the many varieties of cheating that are not acceptable to the university community. What follows is a shortened version of the contents of the web page on plagiarism at http://watarts.uwaterloo.ca/~sager/plagiarism.html. Dr. Sheila Ager has put the following lists together. Please read them carefully, for all of these acts constitute plagiarism:

• Submitting work not written and prepared by you
• Copying or stealing the work of another student
• Paying for the creation of work by a commercial service or by an acquaintance to be submitted by you (or accepting such service for free)
• Purchasing already existing written work
• Using an essay for submission by you which was found on one of the free internet essay sites
• Writing a paper for course submission by another student
Submitting the same paper to more than one course without the permission of all instructors

Types and varieties of plagiarism include (but are not limited to) the following:

- Word-for-word use of part or all of an article, book, chapter, or other written work, without quotation marks, and/or without citation (referencing through footnotes or endnotes or parenthetical citations) of the source, and/or without a bibliography (or with no bibliography apart from that presented by the source itself).
- Word-for-word use of text spans (phrases, sentences, paragraphs, longer segments) patched together from two or more sources, without quotation marks, and/or without citation of the source, and/or without a bibliography (or with only a partial bibliography).
- Word-for-word use of source materials, without quotation marks, and/or without citation (either parenthentic or in note form) of the sources, and/or without a bibliography (or with only a partial bibliography).
- Word-for-word use of source materials, with some text enclosed by quotation marks and provided with citations, but with other text not identified as quoted, and/or not cited; and/or without a bibliography (or with only a partial bibliography).
- Combination of word-for-word use from sources with close paraphrases of source texts, with accurate use of quotation marks and citations (note or parenthentic) to identify word-for-word use, but without citations to identify paraphrases and summaries; and/or without a bibliography (or with only a partial bibliography).
- Giving a citation for only the first or the last sentence in a paragraph, even though the rest of the paragraph also contains material in need of direct attribution.

A paper is plagiarized when:

- the paper’s reader has to go to (or hunt for), and has to look directly at, the text of the source in order to identify where the student’s own thoughts and words end and the source’s thoughts and words begin.

- the writer of the paper does not include utterly explicit, direct, and complete indications of where the writer ends and the source begins (i.e., through accurate citations in notes or parentheses and through quotation marks wherever called for).

For more information, please visit the web page.
English 313—A brief timeline of events abridged from Elizabeth Waterston’s *Survey: A Short History of Canadian Literature* (Toronto: Methuen, 1973): 185-211.

1400s–1500s

1534–Jacques Cartier

1578–Frances Drake

1603–Champlain founds

1608–

1632–

1670–Charter

1700s

1713–Treaty of Utrecht:

1731—starts fur-trading posts on the Prairies

1749–First permanent English settlement at

1755–

1756–War begins

1759–Battle of the

1763–Treaty of Paris:

1774: French settlers’ freedoms assured

1776: The American Revolution begins

1783: The Ohio, the Mississippi, and most of the Great Lakes go to the new United States;

1796: 


1800s

1809—______________ begins in the St. Laurence, Montréal to Quebec City
1812—______________
1815—______________
after the Napoleonic Wars
1815-40—large-scale emigration from ________

1832—first ____________ from LaPrairie to St. John's, PQ
1837—______________ in Upper and Lower Canadas
1841—______________

1850—______________ mean mass Irish immigration
into British North America

1867—Confederation
1870—______________ transfers control of the
Northwest Territories to Canada; ____________ is created
and joins Confederation
1871—______________ enters Confederation; is promised
a railroad to connect it to the rest of Canada

1885—the second ______________
1886—the completion of the ______________

1897—______________ Compromise by Wilfrid Laurier
1899—_______ War
1900-13—In general, a period of unprecedented prosperity
and security in Canada

1914—______________ begins