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

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office hours: Tuesday 2:30-3:45 p.m. and Thursday 2:45-4 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 (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 reading and the work for the course is vital.

Course Texts

English 313 Course Readings. Instructor Shelley Hulan. (Courseware package available at the University Bookstore.)


Late policy: In order to make sure that all students are treated in the same way, I require that requests for deadline extensions or alternative test dates be accompanied by the appropriate documentation from a doctor or health care professional. If you have a valid reason for handing in the major paper later than the deadline, 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, your assignment will be subject to a penalty of 2% per day until I receive it, and late assignments will not be accepted at all after two weeks have passed from the original deadline.

A further note on tests and exams: The University does not consider student travel plans an acceptable reason for arranging an alternative final examination time (see [http://www.registrar.uwaterloo.ca/exams/finalexams.html](http://www.registrar.uwaterloo.ca/exams/finalexams.html)).

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 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>Test Type</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term test</td>
<td>February 7</td>
<td>25%</td>
</tr>
<tr>
<td>Essay (1500-1750 words)</td>
<td><strong>due March 16 in class</strong></td>
<td>25%</td>
</tr>
<tr>
<td>Participation*</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
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*“Participation” means taking part in class discussions and group work. You will be evaluated on your preparedness for class and your contributions to it.

Plagiarism and other kinds of cheating

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

"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/infosec/Policies/policy71.htm). 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 TA or course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean."

Grievances: “Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.”

The Faculty of Arts has compiled definitions of cheating and plagiarism that I have appended to the end of this syllabus, and the Arts Faculty Web Page, “Avoiding Academic Offences” (http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html), offers very helpful information about both. 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 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 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.

Office for Persons With Disabilities: The Senate Undergraduate Council requests that faculty include the following statement in their course outlines:

“Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.”

Class schedule

Text abbreviations: Course Readings–CR
Canadian Poetry From the Beginnings Through the First World War—CP

Jan. 3  Religion and Empire  Introduction

Jan. 5  "Letter from Father Charles L’Alemant," “Brief Relation of the Journey to New France,” “Relation of What Occurred in New France on the River St. Lawrence” (CR 7-14)

Jan. 10  "Letter of Father Paul Ragueneau," “A Veritable Account of the Martyrdom...” (CR 2-6); “Traditional Orature” (CR 150-1)

Jan. 12  Imperial Selves and

Jan. 17  Native Others;

Jan. 19  Epistles and Journals

Jan. 24  George Copway (CR 32-37);

Jan. 26  Catherine Soneegoh Sutton (CR 144); Susanna Moodie (CR 111-24)

Jan. 31  Anna Brownell Jamieson (CR 26-32); Susie Frances Harrison, “Niagara in Winter” (CP 299); Oliver The Long Poem on

Feb. 2  Canada  Goldsmith, The Rising Village

Feb. 7  Mid-term test

Feb. 9  Jonathan Odell, “The Battle of Queen’s Town, Upper Canada” (CP 50); Charles Sangster, “On Queenston Heights” and “The Spirit of the Woods” (CR 142-3);

Feb. 14  Sangster, The St. Lawrence and the Saguenay

Feb. 16  Anonymous, “Canadian Boat Song” (CP 73-4); Alexander McLachlan, “Cartha Again,” “Young Canada Or Jack’s as Good as His Master” (CP 95-97); Isabella Valancy Crawford, Malcolm’s Katie (CP 140-79)

Feb. 20-24  Reading Week

Feb. 28  Malcolm’s Katie cont.;

The Short Story

Rosanna Mullins Leprohon, “Alice Sydenham’s First Ball” (CR 155-89); P. Johnson, “A Red Girl’s Reasoning” (CR 81-91)

Mar. 2  Johnson cont.; Sara Jeannette Duncan, “A Mother in India” (CR 37-57)

Mar. 7  Confederation Poetry: Some Forms and Concerns

Charles G.D. Roberts, “An Ode for the Canadian Confederacy” (CP 198); Pauline Johnson, “Ojistoh” Agnes Maule Machar, “Quebec to Ontario: A Plea for the Life of Riel, September, 1885” (CP 119-21), “Our Lads to the Front!” (CP 121);
Appendix: Plagiarism continued

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 Faculty of Arts web page on plagiarism (http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html). Please read it carefully, for all of the acts listed below 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 restricted 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 parenthetic 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 parenthetical 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 parenthetical) 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.