Welcome to this fourth-year seminar on writing difference in early Canada. My name is **Dr. Shelley Hulan**. My

office: Hagey Hall Rm. 255
telephone number: 888-4567 extension 36867
e-mail: shulan@watarts.uwaterloo.ca

office hours: Tuesdays 2—4 pm or by appointment

**Course Definition**

1. "Difference" is often understood in relation and contrast to "sameness" or "identity." It is also a key term in the literature of contact between European communities that migrate to the New World, the peoples already here when they did, and the minority communities that began to arrive in the nineteenth century. In this course, we will read texts by writers who articulate "difference" in various ways and from various perspectives—writers who belong to the dominant settler culture of Confederation Canada, writers who belong to minority communities, writers who belong to First Nations communities, and writers who may be seen as belonging to more than one of these groups.

2. The purpose of this course, quite apart from its literary and rhetorical content, is to give you the opportunity to develop research and teaching skills that will enhance the reading, writing, and discussion abilities that you have practiced in your lower-level English courses. The seminar is not organized around the kinds of assignments that you have encountered in many of those courses. You will not write a mid-term or a final exam for this course. Instead, you will be teaching your classmates, facilitating class discussion, engaging with criticism relevant to the course subject matter, and, in stages, working towards a final research essay.

**Course Texts**


**Course Critical Readings**


*There is a seventh critical reading in the Sui Sin Far text.

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (defined below)</td>
<td>15%</td>
</tr>
<tr>
<td>Seminar</td>
<td>25%</td>
</tr>
<tr>
<td>Article review and response (with a partner)</td>
<td>10%</td>
</tr>
<tr>
<td>Brief annotated bibliography (four entries)</td>
<td>5%</td>
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</table>
Abstract due July 9 5%
Workshopped paper July 23 5%
Final essay July 31 35%

Participation

Seminar participation: Students in the audience are expected to participate in the presentation when asked. They have to be prepared for the class by reading the text and the article assigned for the week in advance. Beginning in week two and through week twelve, each class will be worth 1.5 of these marks.

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 academic integrity, to avoid committing academic offences, and to take responsibility for their 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 www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to "group work" and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your 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 and cheating

Cases of cheating (such as copying from another student’s writing or from cheat-notes) and egregious plagiarism (cases where the whole or a significant portion of the work is plagiarized) result in an award of 0 on the assignment and the possibility of further repercussions, such as a reprimand being sent to you in writing and placed in your file by
your home faculty Associate Dean. (These repercussions are listed in University Policy #71, the Student Academic Discipline Policy.) Lesser cases of plagiarism or cheating will not receive a 0, but they will be subject to a significant grade penalty, as well as the possibility of further repercussions.

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."

Description of Assignments

As I wrote above, this course will not have a mid-term or a final exam. Upper-year seminars are organized to teach independent research methods. In terms of this goal, this course is really more of a graduate than an undergraduate course. With my help and the feedback of your classmates, you will generate a research essay of about 15 double-spaced pages to hand in at the end of the semester. In that paper, you will explore a topic that interests you in connection with one of the course texts. You will develop that paper in the following stages:

• First, you will hand in to me a description of a topic that interests you, and that you would like to explore further (May 14). I will formulate a question for you to answer and hand it back to you on the 21st
• Next, you will hand in an annotated bibliography (MLA format) consisting of four entries with a brief summary of each argument (four sentences apiece) on July 2
• You will hand in a paragraph-length abstract of the argument you will make in your paper. It will include your thesis and the methodology you intend to use (July 9). This is not your complete bibliography but rather a preliminary one
• You will make a brief (five minute) presentation of your subject in the semester’s final class on July 23
• You will hand in your essay on July 31

Your seminar may focus on the same text that your essay does, but it does not have to do so. Where the essay develops research skills, the seminar is more about teaching. Think of it as an opportunity to present information of all kinds to your audience, from the canonical (biographical information, for instance) to the quirky (e.g. the popularity of mediums in late nineteenth-century North America). You will look at the contexts of the work and introduce them to your classmates. In the process of discussing the text, you will inevitably present your own points of view. However, the seminar is not the place to
focus on a single argument and the evidence for it. It is the place to generate discussion. The following are a list of questions that may serve as a general guide to your seminar:

• What do people need to know about this text that they won’t learn from the text itself?
• Does the text have a metacritical element—that is, does it comment on something beyond the narrative it presents, or does it use that narrative to comment on something beyond itself?
• Would a close reading of one or two passages that I find significant be helpful?
• What questions should I ask the audience? How can I invite them to participate?

**Time: approximately twenty minutes plus discussion time**

In the article reviews, you summarize the argument in your own words and tell the class what you think its strengths and weaknesses are, but the discussion can be fairly informal. I won’t be asking you and your co-presenter to offer some sort of final word on the article, but to engage with it. The articles contain methodologies as well as various concepts of difference, and part of the purpose of reading them is to look at what kinds of methodologies are well used in the field.

Note: Also, your seminar text need not be your essay text.

**Late or Missed Assignment Policy:** Many unexpected events can happen to students over the course of the term. In the absence of a valid reason for rescheduling one of your presentations, your mark for that assignment will be entered as 0.

You must submit documents that support your reason for missing an assignment. For example, in the case of illness, you have to bring me a doctor’s or other health care professional’s note. Contact me as soon as you realize that you will be unable to fulfill your responsibility to the class.

The same rules apply to the essay that you will turn in to me. In the absence of a valid reason for not turning in your essay on time, it will be penalized 2% every day until I receive it, up to a maximum of two weeks. **After two weeks, I will not accept the essay.**

**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>May 7</td>
<td>course introduction</td>
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<tr>
<td>May 14</td>
<td>Haliburton, “The Trotting Horse”; Moodie, “Brian, the Still Hunter”;</td>
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<td></td>
<td>Leacock, “The Marine Excursion of the Knights of Pythias”; Johnson, “A</td>
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<td>Red Girl’s Reasoning” (all from the Dean anthology)</td>
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<tr>
<td>May 21</td>
<td>Assignment due: hand in a description of a topic that interests you</td>
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<tr>
<td></td>
<td>The Life, History and Travels of Kah-ge-ga-gah-bowh</td>
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<tr>
<td></td>
<td>critical reading: Waxman, “Feeding”</td>
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<tr>
<td></td>
<td>critical reading: Pratt, “Introduction”</td>
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<tr>
<td>May 28</td>
<td>Two Months in the Camp of Big Bear</td>
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<tr>
<td></td>
<td>critical reading: Pratt, “Reinventing América”</td>
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<tr>
<td></td>
<td>critical reading: Frye, “Conclusion”</td>
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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, “Avoiding Academic Offenses” (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 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 parenthetic 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 parenthetic) 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.