

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

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|---|-----------|--|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|---|--|
| Course Code and Number: ENGL 240 | | Number of Credits: 3 Course credit policy (105) | | | | | | | | | | | | | |
| Course Full Title: An Introduction to Literatures in Canada Course Short Title: Intro to Literatures in Canada | | | | | | | | | | | | | | | |
| Faculty: Faculty of Humanities | | Department (or program if no department): English | | | | | | | | | | | | | |
| Calendar Description: Introduces students to the rich diversity of literatures in Canada in English, including literature by Indigenous, immigrant, and settler writers. Texts cover the span of Canada's literary history and include examples of fiction, drama, and poetry. | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170). | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | NONE | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | NONE | | | | | | | | | | | | | |
| Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: ENGL 140 Cross-listed with: Equivalent course(s): ENGL 140 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> | | Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 36 | | | | | | | | | | | | | |
| Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> | | Lecture/seminar | 25 | Tutorials/workshops | 20 | | | | | | | Total hours | 45 | Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. | |
| Lecture/seminar | 25 | | | | | | | | | | | | | | |
| Tutorials/workshops | 20 | | | | | | | | | | | | | | |
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| Total hours | 45 | | | | | | | | | | | | | | |
| Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | | Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i> | | | | | | | | | | | | | |
| Department approval | | Date of meeting: February 3, 2023 | | | | | | | | | | | | | |
| Faculty Council approval | | Date of meeting: September 15, 2023 | | | | | | | | | | | | | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: October 27, 2023 | | | | | | | | | | | | | |

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Identify major trends and key concepts in literature in Canada, such as colonialism, postcolonialism, diaspora, and ecocriticism.
2. Articulate the changing cultural, thematic, and historical contexts of literature in Canada.
3. Identify appropriate critical frames for literary analysis.
4. Discuss, with examples, the influence and contributions of Indigenous writers within their historical and socio-political contexts.
5. Analyze literary texts using appropriate scholarly conventions.
6. Respectfully articulate their own views about literature in relation to those of others.
7. Articulate how literature evokes affective responses.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

| | | | | |
|--------------|-----|----------------|-----|---|
| Project: | 35% | Quizzes/tests: | 20% | % |
| Assignments: | 45% | | % | % |

Details:

2 passage analyses: 20%

Paper proposal: 10%

Final paper/project: 25%

Reading journal: 20%

Short essay: 20%

Self-assessment: 5%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type | Author or description | Title and publication/access details | Year |
|-------------|--------------------------------------|--|------|
| 1. Textbook | Moss, Laura and Cynthia Sugars, eds. | <i>Canadian Literature in English: Texts and Contexts.</i> Vol. 2 | 2009 |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- What is Canadian literature exactly?
- Stories of Discovery and Arrival: Samuel Hearne, John Franklin, Inuit Testimony
- Stories of Settlement and Conflict: Susanna Moodie, Pauline Johnson, Archibald Lampman
- Stories Rewritten: Earle Birney, FR Scott, Margaret Atwood, Dionne Brand, Don McKay
- Border Stories: Austin Clarke, Thomas King, Madeleine Thien