



ORIGINAL COURSE IMPLEMENTATION DATE:

January 1994

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

October 2031

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 358	Number of Credits: 4 Course credit policy (105)												
Course Full Title: Poetry in Canada													
Course Short Title: Poetry in Canada													
Faculty: Faculty of Humanities	Department/School: English												
Calendar Description: Examines the rich diversity of poetry in Canada and covers a range of perspectives and poetics, including works by Indigenous, immigrant, and settler writers.													
Prerequisites (or NONE):	Any two 200-level English courses.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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): 25												
Typical Structure of Instructional Hours <table border="1"><tr><td>Lecture/seminar</td><td>30</td></tr><tr><td>Tutorials/workshops</td><td>30</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>60</td></tr></table>		Lecture/seminar	30	Tutorials/workshops	30							Total hours	60
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Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No													
Department approval	Date of meeting: March 19, 2025												
Faculty Council approval	Date of meeting: June 6, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: October 24, 2025												

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 key poetic tropes and schemes (e.g., metaphor, simile, anaphora, parallelism, antithesis) and explain their effect in a given poem.
2. Discuss, with examples, how poetry and poetics in Canada have responded to aesthetic, literary, cultural, and political movements.
3. Distinguish, using examples of poetry in Canada, changing attitudes toward themes such as nature, nationality, gender, and race.
4. Assess, with examples, the influence and contributions of Indigenous poets to literary culture in Canada.
5. Analyze poetry using appropriate scholarly conventions and research methods.
6. Articulate views respectfully in relation to the views of others.
7. Apply to literary analysis critical frames appropriate to the study of poetry in Canada (e.g. formalism, ecocriticism, postcolonialism and decolonialism, public poetics).
8. Conduct guided research and synthesize secondary sources related to poetry in Canada in written and oral work.
9. Analyze personal responses to poetry and how poetry evokes affective responses.

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

Assignments:	100%	%	%
		%	%

Details:

Short take (book review) (10%); how a poem works (2x10%); discussion question (2x5%); final essay (30%); final presentation (10%); reading response journal (15%); self-assessment (5%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lecture, seminar, readings by guest poets, and student presentations.

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. Book	Margaret Atwood	<i>The Journals of Susanna Moodie</i> , Oxford UP	1970
2. Book	Dionne Brand	<i>No Language is Neutral</i> , Penguin	1990
3. Book	Don McKay	<i>Strike/Slip</i> , McClelland and Stewart	2006
4. Book	Sachiko Murakami	<i>Rebuild</i> , Talon Books	2011
5. Book	Katherena Vermette	<i>North End Love Songs</i> , The Muses' Company	2012
6. Book	Gregory Younging	<i>Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples</i>	2018

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

- Poetry and poetics in a Canadian context; how to read a poem
- Margaret Atwood, *The Journals of Susanna Moodie*: the Canadian long poem; Canadian gothic
- Dionne Brand, *No Language is Neutral*: poetics of resistance; the cultural work of poetry
- Don McKay, *Strike/Slip*: geopoetry, ecopoetry, and the work of metaphor
- Sachiko Murakami, *Rebuild* and *Project Rebuild*: experimenting with form; public poetry
- Katherena Vermette, *North End Love Songs*: urban poetics; urban Indigeneity