

Jan 20-22	Miriam Toews, a complicated kindness
Jan 27-29	Dionne Brand, What We All Long For
Feb 3-5	
	Eliza Robertson, "We Walked on Water" (OWL)
Feb 10-12	Short Story/Poem presentations - All due Feb. 10
Feb 24-26	Nancy Lee, Dead Girls
March 3-5	William Gibson, The Difference Engine
March 10- 12	
March 17-19	- Essay 2 due
March 24-29	Kelley Armstrong, The Gathering
March 31- April 2	TBA
April 7	Catch up and review

Essay Basics:

Formal features: Essays should be written according to the standard essay style: typed, double-should include your name, the course number, my name, and the date on the top left-hand corner of the first page, which is not a title page but the first page of your paper itself. Your title should follow centred on the page. Pages should be attached by a paperclip or staple; please avoid binders, plastic report covers, etc. This format is also necessary for your short paper and presentation notes.

PAPERS MUST BE UPLOADED TO OWL BEFORE BEING SUBMITTED TO ME AS A PAPER COPY.

Grading Criteria: Originality of argument, the ability to support the argument with reference to the primary text in the form of quotations; rhetorical persuasiveness; syntax, grammar, spelling, which are mechanics; and accurate MLA bibliographic citation will all be factors in the grading of the essay.

Citations: All bibliographic notation should use the MLA method of parenthetical notation and a Works C

Handbook for Writers of Research Papers, or the OWL at Purdue website. See below for information on plagiarism.

Assignments:

Assignments should be submitted using the above formal features whether they are response papers, presentations or essays.

Late assignments WILL BE ACCEPTED BUT WILL BE PENALIZED 2% PER DAY, INCLUDING WEEKENDS. All assignments must be submitted to me in person and uploaded to OWL. When there is a question about the submission date, I will take the OWL date. Essays may not be faxed, emailed, or slipped under my door. Papers handed in after 10 days or after the assignment is returned will not normally be accepted. Keep a copy of all assignments until after the submission of final grades. In addition to receiving late penalties, late papers will also receive minimal if any comments and be returned at my leisure.

Learning Cell

A learning cell is an assignment in which students get to develop their close reading and interpretive skills while benefiting from the insights of other students. With the exception of dictionaries and encyclopedias, basic reference material, do not use any secondary sources for this assignment.

For this assignment you will be assigned two short texts to analyze. You will prepare, in advance, two questions that you believe are central to an understanding of the texts' themes, imagery, or style. For one of these texts, you will provide a 2-3 paragraph answer. For the other, you will provide an outlined answer. The paragraph answer should succinctly demonstrate one or two key points about the significance of the literary device in its context within the prose poem. This assignment is essentially a short analytical argument in one or two paragraphs. This is a chance for you to 1) exercise your skills at constructing paragraphs; 2) demonstrate coherent, focused analysis; and 3) prepare for using these skills in longer essays.

Second Term Presentations

In this assignment students will stretch their critical faculties and the boundaries of the course. You will find a Canadian work published in the last five years by a writer born after 1972 or by a first-time writer. Summarize the work and its merits, read a passage you find representative of the work as a whole, and argue why it should be on the course. The three students who argue most convinc

Attendance:

Attendance will be taken every class, although your participation depends primarily on your preparedness and willingness to join class discussion. I will expect you to come with questions, and I may occasionally collect these questions as part of the participation mark. This is an

