

## Course Syllabi

### EN246OC: English Literary Tradition II

Wilfrid Laurier University,  
Dept of English & Film  
Winter 2014

EN246OC: The British Literary Tradition II:  
The Eighteenth to the Early Twentieth Century.

Course Design and Instructor: Dr. Annette Abma  
Office Hours: Mondays 12:00pm-12:30pm (Virtual office hours by Viber)

Calendar Description:  
A critical survey of changes and continuities in British Literature from the eighteenth, nineteenth, and early twentieth centuries. Representative major texts of each era are examined, with emphasis on cultural contexts and on significant developments in genre (poetry, novel, drama).

Course Description:  
In this course, students will explore a variety of British and Irish texts from the late seventeenth century to the early twentieth, including poetry, drama, short fiction, and the novel. Our discussion of British literature will include an examination of authorship, historical context, and the relationship between literature and society. Student progress will be evaluated through short papers, writing exercises, in-class discussions, and class writing. Both critical reading and writing skills will be emphasized through selected texts, lecture notes, and assignments.

### English EN201OC: Children's Literature

EN201OC: Children's Literature Course Outline

Instructor: Dr. A. Abma  
Office Hours (online): Mondays 11:00 am - 12:00 pm or by appointment  
email: [aanet@wlu.ca](mailto:aanet@wlu.ca)

Course Description:  
This course is comparative in organization, contrasting and comparing literature from the so-called "golden age" of children's literature (roughly 1800-1910) in Britain to literature written for children in Canada during the same period, showing the connections between the two histories of literature. It is a historical and critical study of children's literature, emphasizing the social and cultural significance of works written for or adapted to children. Upon completing the course, students will be able to see that definitions of "children" are influenced by historical context and that this subsequently influences the kind of literature produced for that readership.

## End of Course Evaluations

EN2462013

EN201Winter2013

EN246 Winter 2013

EN2012012

EN246 Fall 2012

EN246OC Spring 2012

EN201 Spring 2012

EN201 Fall 2011



## Dr. Annette Abma

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Wilfrid Laurier University

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Canada

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## My Story...

### Who I am:

I am called a "teacher" or "professor" but I still--and forever will-- consider myself a student, striving to learn and grow inside this unfathomable world of ours. My interests range widely through the liberal arts, but most of them are centered on the human mind, the stories our minds create, and how these stories change and shape who we are from the personal to the professional, the private to the political. The courses I currently teach -- [EN201OC: Children's Literature](#) and [EN246OC: English Literary Tradition II](#) -- keep me busy, but I also find time for research, writing, reading, painting, and surfing the net.

### My Formal Education:

I have a BA and MA in English Literature from [McMaster University](#) (1986-1992). My MA dissertation--[Writing Toward the Word: Deconstruction and Negative Theology in Samuel Beckett's The Unnamable](#)--was supervised by [Dr. David Clark](#), with whose guidance I was granted an Ontario Graduate Scholarship. After my MA, I received a [Social Sciences and Humanities Research Council of Canada Grant](#) to continue my studies towards a PhD, which I received from McMaster University in 2000. My Specialized Area Examination was researched and written on a wide range of "Modern British Literature". My doctoral dissertation--[Figures of Mind in the Poetry of W.B. Yeats and Wallace Stevens](#)--was supervised by Dr. Brian John, who encouraged both the critical and creative sides of my professional vocation and inspired the teacher in me.

### My Teaching Journey (the REAL education):

I began teaching at [McMaster University](#) as a Teaching Assistant and then as a Lecturer while writing my dissertation (during which time I also married and started a family). My efforts were concentrated on *learning* more than ever once my "formal" education was over. Having children directed my appetite for learning toward child development and educational theory. My university education has shown me how vast is our store of knowledge, so I sought to understand how learning actually happens. What *is* learning and how do we instill a love of learning in someone? Can we "make" people learn what we want them to know? These questions were central to me as a parent and I continue exploring and learning as I watch my children grow and experience the world.

My interests in cognitive development, education, and non-violent communication have widely expanded through subsequent research and I began posting to various blogs and discussion forums about these topics. One forum--[The Taking Children Seriously](#) List--informed many of my ideas and I became involved in presenting seminars and online discussions concerning children's education and, more specifically, non-coercive parenting strategies and various approaches to self-directed learning.

Even though my interests were widening, my love of literature never waned and I continued writing poetry and teaching courses for the English Department at McMaster University. My love of writing also lead me into teaching *creative writing courses* for the Certificate in Writing Program at the McMaster Center for Continuing Education.

### Teaching at Wilfrid Laurier University:

During my ten years as a professor at Laurier, I have taught courses in Modern British Literature, Narrative Forms, Comedy, Drama & Poetry, Rhetoric, and Children's Literature, at both the Waterloo and the Brantford campuses. My most extensive experience at Laurier has been, however, in teaching courses via [Online Learning](#).

## Sample of Course Videos

Introduction to  
EN201OC: Children's  
Literature

INTRODUCTION  
EN246OC  
THE ENGLISH LITERARY  
TRADITION II

The Four Criteria for  
Creating Rewarding  
Asynchronous  
Discussions

discussion



Student Comments



In September, 2005 I applied to teach one of the first online courses offered through the Department of English at Wilfrid Laurier University. EN201DE: Children's Literature was created and designed by Dr. Kathryn Carter but had only recently been taught online. My online research into theories of education helped me develop [EN201OC](#) into a popular and innovative online offering. The re-development of this course included a change from the live chat to asynchronous discussions in smaller groups, shorter but more intensive writing assignments, video lessons and tips, post-discussion summaries, and online quizzes.

In 2006, I was invited by Dr. Eleanor Ty to offer another course from the Department of English for [Online Learning](#). Over the next year, I developed [EN246OC](#) in consultation with Online Learning, incorporating many of the ideas and innovations I had applied to [EN201OC](#). The lessons are written to appeal to a wide range of student interests and learning styles, presenting analyses of major texts as they relate to the human mind's perception of reality and, most specifically, fiction.

These courses also contain video lessons and summaries as additional resources which are updated each term to include student ideas, relevant cultural or social issues, and quotations from current student discussions.

### My Approach to Online Teaching:

I value the professor-student relationship and make it a priority in my online teaching style. I ensure that the administrative aspects of my courses are as streamlined as possible so that I can devote the majority of my time to discussions, emails, and assignment feedback. Real one-on-one discussions are vital for any course but most especially for courses taught online. I participate in the student discussions often, and regularly email students privately to encourage their efforts or to offer positive feedback for messages posted to the discussions.

Each of my courses includes a video introduction which is updated every term so students can see "the (wo)man behind the curtain". I also create video and/or written summaries of student discussions as examples of how they might integrate their ideas into their own essays and/or subsequent discussions.

The most common difficulty with online learning courses that I've heard from students is a lack of professor-student interaction. As the "[student comments](#)" suggest, this is *not* the case in the online courses I teach at Wilfrid Laurier University. I love writing and I most especially love writing about the literature I love to students who are learning to express their ideas in the written, rather than spoken, word. As their professor, I strive to help students understand the power and beauty of literature, our rich and continually evolving literary history, as well as how they can express their own ideas more clearly and effectively through writing.

## Work History

### Wilfrid Laurier University

Ontario CA, ON, Canada

Sep 2004 - Present

#### Professor (Contract Academic Staff)

#### Courses Taught from Sept 2004 - 2014:

##### On campus:

EN299: Early Modern British Literature (2 terms)

EN104: Drama & Poetry

EN119: Reading Fiction

EN300: Narrative Forms (2 terms)

EN401: Representations of Masculinity

EN324: Canadian Women Writers

EN207: Comic Drama

EN201: Children's Literature

##### Online:

EN201OC: Children's Literature (granted seniority)

EN246OC: English Literary Tradition II (granted seniority)

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## McMaster University Center for Continuing Education

Hamilton, ON, Canada

Sep 2000 - May 2006

### **Instructor**

#### Courses Taught:

Creative Writing: Poetry  
The Art of Journal Writing  
Writing the Self: Autobiographies, Journals, & Memoirs  
Poetic Language  
Forms of Writing

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## McMaster University

Hamilton, ON, Canada

Sep 1999 - Jun 2002

### **Professor**

#### Courses Taught:

EN1D6: Forms and Approaches (4 terms)  
EN2H6: American Literature, Modernism to Postmodernism  
EN2I6E: Modern British Literature (2 terms)

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Hamilton, ON, Canada

Sep 1991 - 1995

### **Teaching Assistant**

McMaster University,  
Graduate Teaching Assistantship,

Tutorial Leader, English 1D06, Forms and Approaches

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## Education

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## McMaster University

Hamilton, ON, Canada

Sep 1992 - May 2000

### **PhD, English Literature**

Awards and Scholarships

Social Sciences and Humanities Research Council of Canada (1992-1996)

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## McMaster University

Hamilton, Canada

1991 - 1992

### **Masters of Arts (MA), Literary Theory / British Literature**

Honours:

Ontario Graduate Scholarship (1991 - 1992)

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## McMaster University

Hamilton, ON, Canada

1986 - 1990

### **Bachelor of Arts (BA), Honours English**

#### Honours and Achievements:

Deans Honour List (1987 - 1990)

Joan Jackson Dunbar Travel Scholarship (1989)  
University Award for Special Achievement (poetry) (1989)  
Ella Julia Reynolds Scholarship (1989)  
Dramatic Arts Book Prize (1987)

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