



Course Outline
English (ELD) 094 (Section 005) Fall 2014
Provincial English Literature

Instructor: Bruce McCormack

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Course Time and Location:

Tuesday / Thursday – 6:00 – 8:20 in Wilna Thomas 225

Office Hours: In Ewing 210 as follows:

Monday / Wednesday

Wednesday at 5:30 – 6:00 p.m. or 8:30 – 9:00 p.m.

Prerequisite: ELD 072 and ELD 074 or assessment. **Co-requisite:** ELD 092

Required Texts:

1) ELD 094 Coursepack – Bruce McCormack (Fisher Building Bookstore)

2) *The Quiet American* – by Graham Greene (OR) *Runaway* – by Alice Munro (Fisher Building Bookstore) – TBA

3) *The Glass Menagerie* by Tennessee Williams (Fisher Building Bookstore)

An English-English dictionary. A paper copy of an English-English dictionary.

Please note that use of this dictionary WILL be permitted during some in-class writing tests.

However, electronic dictionaries will not be permitted at such times, so a paper dictionary is required. If you already have one, that's fine. If not, I recommend the Longman Dictionary of Contemporary English.

Useful Reference Texts (available in the Help Centre):

1) *Perrine's Literature: Structure, Sound and Sense* by Thomas R. Arp and Greg Johnson (8th or 9th Edition) – available in the Help Centre (Ewing 201).

2) *Literature: Reading, Reacting, Writing* by Kirschner, Mandell & Fertile (1st or 2nd Canadian Edition) – available in the Help Centre (Ewing 201).

Important Note about this Course Outline:

On the following pages, the course is explained in detail. Assignments, marking, and the method of determining final grades are covered. If you do not understand any part of this outline, or if you have any questions, **please ask the instructor** for clarification. The instructor will abide by this course outline and students are expected to read and understand its contents.

Course Description

This course provides instruction and practice in reading, discussing, evaluating, and writing about short stories, novels, poetry, and drama. Studying these genres introduces the student to basic literary terms and concepts. ELD 094 (or English 094) combined with ELD 092 (or English 092) is equivalent to Provincial English 12.

Class Structure



In English (ELD) 094, you will participate in a variety of learning activities: classroom instruction, pair and small-group discussions and activities, audio learning, and individual writing assignments. The combination of small group and individual tasks is designed to help you improve specific skills such as discussion and cognition, while encouraging you to learn together and from each other.

In addition to doing in-class activities with the instructor, students also work independently, in small groups and on their own. Instructors regularly initiate Independent learning sessions during class hours, some of which will extend into homework assignments. **These independent learning sessions, along with grades for participation in discussions, recordings and a presentation on a poem count for 20% of the final grade in the course, so they are very important.** The main purpose of 'Independent Learning' sessions is to help students develop the confidence and ability to work independently and effectively, often in response to topics not assigned in advance, as this is such a necessary skill for passing in-class writing and reading tests and succeeding in college.

Learning Outcomes By the end of ELD 094, you will be able to do the following:

Intended Learning Outcomes

By the end of ELD 094, you will be able to do the following:

1. *Critical and Creative Thinking. Students will*

- *identify tone, including irony and understatement, in poetry, fiction, and drama*
- *identify the connections between genre, theme, and style in literary works*

2. *Reading and Reference. Students will*

- *respond to themes and ideas of literary works*
- *connect the concerns and themes of a literary work to larger contexts, such as style, literary influences, and personal and historical background*
- *use appropriate literary terms (such as conflict, theme, and character) associated with different genres*

3. *Written Communication. Students will*

- *plan and write paragraphs and essays*
- *integrate quotations from literary works into a literary analysis and document them according to MLA conventions*
- *edit written work competently for content, structure, grammar, punctuation, and usage*
- *choose words appropriate to style and audience*
- *use transitions to connect main and supporting points*
- *vary sentences*
- *connect literary devices and techniques to themes*

4. *Speaking and Listening Skills. Students will*

- *SPEAK, ADJUSTING FOR AUDIENCE, PURPOSE, AND SITUATION, TO INFORM, PERSUADE, AND INTERACT IN FORMAL AND INFORMAL SITUATIONS*
- *give and respond to feedback during oral presentations*
- *collaborate and consult with others in completing communications tasks*
- *explain the value and limitations of collaborative work*



How to succeed in English (ELD) 094 (10 Tips):

1. From day one, **get in the habit of reading every day**. The stories are interesting and you will enjoy them. During the course, students will read, understand and analyze **short stories** and **poems** written by various writers. They will also read a selected **novel** and a **play**. Establishing **good reading habits is the key to success in the course**.
2. **Always read the material in advance of the discussion date**. When it is available, listen to the story (or part of it) on D2L, as you read.
3. **Enjoy** what you're reading! **You don't need to understand every word in a story! Follow the plot (main events) and learn about the characters**. Look for the ways in which the characters in the stories we read are dealing with conflicts similar to conflicts that you – or people you know - have faced, or might face one day. Use Lextutor.ca to determine if vocabulary items are worth learning. Also, ask your instructor.
4. **Attend class** and **participate** in group discussions to the best of your ability. {Discussing your interpretation with others can bring new meaning and enjoyment to a work you are already enjoying; it can also lead to surprising and valuable insights into that which is shared by all of us - the human experience.} **Also, always have a pen in your hand and take notes in class**. Then review them at night or at least once a week. This will make a huge difference to your learning.
5. **Get in the habit of writing** about what you're reading in a journal. **As you learn them, practice using literary terms** in your writing. Also practice paraphrasing, summarizing and integrating quotations into your writing, as these are required skills in ELD 094.
6. **Learn to ask questions, think critically, develop opinions and express them**, both in your writing and in your discussions in class. {The beauty of literature is that it is open to interpretation. Often, your interpretation of a story cannot be said to be 'incorrect' as long as you can find adequate support within the story for your point of view. }
7. **Each week, review the 'literary terms'** we have learned that week. **Memorize them**, be sure you can write definitions by heart, and **use them in your writing!**
8. Keep a close eye on the **'Weekly Schedule' for tests and assignments**.
9. In writing about literature, learn how to paraphrase and integrate quotations.
10. **Always do your own writing!** Learn how to be an independent writer and thinker to order to succeed in college and university courses. Avoid 'plagiarism' at all costs. Copying or memorizing another writer's words, pretending they are your own and reproducing them on an in-class test or a take-home essay is totally unacceptable. This is plagiarism and can lead to severe consequences in college or university. If you use another writer's words, it is absolutely



essential that you use “quotation marks” along with the writer’s family name and the page number of the quote.

Evaluation:

Evaluation will be based on both in- and out-of-class performance.

Assignment	Total number of marks	My Grade
Short Story Quiz**	**10	
An essay on a short story	10	
Novel Quiz**	**10	
A group presentation on the novel	10	
Poetry Quiz **	**10	
Poetry analysis (an essay on a poem)**	**10	
An essay on the play**	**20	
Participation in Discussions (In-class & recorded) + Independent Learning Exercises + Poetry Presentation	<u>20</u>	
TOTAL	100	

Please note that in order to meet the criteria for entry into English 151 some students may need to take ELD 094 for more than one term.

IMPORTANT INFORMATION:

- In order to pass the course, you must achieve overall passing grades (minimum 60%) in both **assignments done in-class**** as well as on your overall mark. **In-class assignments include a short story quiz, a novel quiz, a poetry analysis, a poetry quiz and an in-class essay on the play.** (This is 60 marks, so 36 / 60 is required to pass.)**
- **Plagiarism:** All assignments must be written entirely by you. Work that is copied from another source, done in whole or in part by another person, or fixed and edited by another person is plagiarism – theft of another person’s ideas / effort. To avoid plagiarism, don’t get a “tutor” to edit your work and don’t “borrow” stuff from the Internet. Be aware that your instructor will be familiar with your style and level of writing from your in-class work and knows how to use the Internet, too. **Plagiarized work will result in a zero grade for the assignment. In repeat cases, plagiarism will result in a failing grade for the course.** This policy follows the Camosun College Calendar – Student Conduct section.



Weekly Schedule ELD 094 (05) – Important Dates (Subject to Change) – Fall 2014

NOTE: READINGS MUST BE DONE BEFORE THE CLASS ON WHICH THEY ARE LISTED (Unless **)

- Week 1: **Wednesday** - Introduction to Fiction & Writing about Fiction
Short Story (Handouts: *The Ant and the Grasshopper & Half a Day*)**
PLEASE buy your Coursepack before the second class.
Elements of Fiction: Coursepack pages 101 to 104
+ Intro to Freewriting, Brainstorming & Idea Mapping, Paragraphing & Essay Writing
- Week 2: **Monday** - ***The Most Dangerous Game* + “Reading the Story” + Coursepack page 1 + Elements of Fiction (continued)
Wednesday – ***How I Met My Husband* - (Sample of paragraph writing in ELD 094 - *How I Met My Husband*) – Characterization + writing a paragraph on a character
- Week 3: **Monday** - *Everyone Talked Loudly in Chinatown & Hills Like White Elephants* (Independent Reading) + Library Classroom Discussions + Reading Sample
Wednesday – *Everyone Talked Loudly in Chinatown*
+ Writing a definition of a literary term
– *Hills Like White Elephants** + Point of View + A Twist in the Tale (Handout**) + Cinderella
- Practice Short Story quiz questions (+ Reserve Library Rooms for Thurs./Week 4)
- Week 4: **Monday** – The Rocking Horse Winner** / The Guest**
+ Editing Checklist – Coursepack 65 & 66 & Citing Quotes – Coursepack 67
+ **Writing an In-class paragraph on a character –Lin or Rainsford (40 minutes)**
+ Template on an essay – Coursepack 112 (+ Powerpoint on Edie: paragraph /essay)
Wednesday – *Love After Love* – How to analyze: Coursepack 120-125
Work begins on the novel – Research and begin listening (Please start bringing the Novel – *The Quiet American* to class + Coursepack 105 to 108) + Digital Voice Recordings on one of two stories**
- Week 5: **Monday** - Partial first draft of short story essay (Introductory Paragraph and one Body Paragraph written in class). Work continues on the novel (Reading / Listening in class.)
Coursepack – page 72 & 73 – Paraphrasing & Quoting
Wednesday - Thursday, October 3 – Independent Learning Assignment - No teacher-led class – (1) Complete your short story essay and work on your final draft. (2) Do the Research on the novel and continue reading.
- Week 6: **Monday** - Short Story quiz + Hand in Short Story essay - completed first draft + typed final draft) at the beginning of class. Work continues on the novel.
Wednesday - *The Quiet American* – Research on the Novel+ Part 1: Chapters 1 – 5 Discussion Questions + Part 2: Chapters 1 & 2



- Week 7: **Monday (No Class)** - Independent Learning: **The Quiet American - Part 2: Chapter 3 + Part 3: Ch.1 Discussion Questions (up to page 145)**
Wednesday - The Novel: **The Quiet American (Part 3: Ch. 2; Part 4: Ch. 1 & 2 Discussion Questions) Novel Essay Assigned + Reserve Library Rooms for Week 8 / Class 2.**
- Week 8: **Monday – Group Presentations on the Novel**
Wednesday – Group Presentations on the Novel & Digital Voice Recordings on the novel.
- Week 9: **Monday - Novel quiz. Work begins on Poetry – What is Poetry?** – The Three Basic Questions & The Six Elements of Poetry
Wednesday - Formation of Poetry Groups / Setting of Presentation Dates.
- Week 10: **Monday** - Review Three Basic Questions & The Six Elements of Poetry in the context of studying various poems / Self-directed Learning on Poetry Presentations / Poetry essay analysis topics assigned.
(Last day to choose to withdraw without a failing grade or to change to audit.)
Wednesday - Group Presentations on Selected Poems begin
The Only Life You Can Save – How to analyze poetry: Coursepack 125 - 130
- Week 11: **Monday – Group Presentations on Selected Poems continued**
Wednesday - Group Presentations on Selected Poems concluded
Work on Drama begins –Drama Intro (Bring ‘The Glass Menagerie’) + Scene 1
- Week 12: **Monday - In-class Essay on a poem (1 ½ hours***see note below) + Poetry Quiz (open book) – entire class for tests**
Wednesday - Work continues on **Drama - The Glass Menagerie** – Bring the play! (Scenes 2, 3 & 4 – listening, reading & discussing the questions in class - **we will listen to much of the play as we read it and then watch some of it**)
- Week 13: **Monday - The Glass Menagerie**, Scenes 5 & part of 6 – Listening, Reading and Discussing the Questions) – Book Library Discussions for Tuesday, August 7
Grammar Issues: Coursepack 68 to 71
Wednesday – The Glass Menagerie continued + Handouts to prepare for the In-class Drama Essay (in Week 14: Class 2).
- Week 14: **Monday** – The Glass Menagerie concluded / Final Library Discussions
Wednesday* - In-class Drama Essay (entire class)- 20% of Final Mark**
(*Note: As an incentive, students who receive a B or higher, i.e. 73% or higher, on the in-class poetry essay in Week 12, who also received a B - or higher on the short story essay, who have had no problems with plagiarism during the course, have a strong attendance record and have demonstrated obvious commitment to and progress in their in-class writing, will have the choice to write this essay in class - some will still prefer this - or to do it as a take-home essay and hand it in by the end of class on the last day of class. This decision rests with the instructor.)**



Independent Learning & Homework Assignments (20% of Final Grade)

Paragraph on a Character – Week 3 (2 nd Draft at Home)-	/ 50
In-class Paragraph on a Character – Week 4 (In-Class)	/ 50
First Recording Session - Week 4	/ 50
Second Recording Session - Week 8	/ 50
Self-Reflections on Recordings - Week 9	/ 100
Presentation on a poem	/ 200
	/ 500
(x 20 divided by 500) =	/ 20%

Additional Notes:

1. Except in cases of verified illness or other legitimate reasons, **all assignments must be handed in on the due dates, at the beginning of the class in which they are due (unless otherwise indicated.)** Late assignments may not be accepted or will incur 5% off for each day late. This is in fairness to other students who *did* meet the deadline. If you have a valid reason that makes it impossible for you to hand in an assignment on time, you must speak to the instructor **before the due date**. All assignments must be neatly done, double-spaced, stapled, and written on one side of the paper. Take-home assignments should be typed.
2. Students who have completed all major assignments and whose total mark for the term is between 50 - 59% will be awarded a "D" Grade (Pass). This is a passing grade; however, it is not a prerequisite for students planning on continuing into University Transfer courses or Technology / Business courses. A "C" grade is the minimum prerequisite for higher level courses.
3. In cases where the total mark is below 50%, students will receive an "F" grade. Students who drop out of the course without officially withdrawing at Registration will receive an "F" grade.
4. Without good attendance, you will not be able to do well in this course. For most students, at least 80% attendance is required to perform adequately. Generally speaking, experience has shown that students who receive an A -, A or A + in the course have attended all or almost all of the classes.

The ELD Department has an **Academic Progress and Attendance Policy** designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. It has been printed on the last two pages of this course outline. It contains information regarding the importance of attendance.

If you are sick or have another valid reason for your absence, please telephone or email the instructor or relay a message through a friend or classmate regarding your absence. This will ensure that the instructor will be prepared to discuss opportunities to make up missed work or in-class assignments. Depending on the circumstances, students may be allowed one 'grace' late assignment (1 week maximum extension). This is in keeping with the truth expressed in the



superb Japanese proverb, "Even monkeys fall from trees" (i.e. even the teacher might be late sometime).

5. All assignments must be completed to fulfill the requirements of this course and receive a passing grade.

6. Students may not use recording devices in the classroom without the prior permission of the instructor. However, the instructor's permission is not required when the use of a recording device is sanctioned by the College's Resource Centre for Students with Disabilities in order to accommodate a student's disability and when the instructor has been provided with an instructor notification letter which specifies the use of a recording device. Recordings made in the classroom are for the student's personal use only, and distribution of recorded material is prohibited.

7. No electronic devices (electronic dictionaries, cell phones, etc.) can be used during tests and some in-class assignments (at the discretion of the instructor)

Important Dates:

Our course runs from Wednesday, September 3 to Wednesday, December 3, 2013.

Sept 1 (Monday) – College closed for Labour Day

October 13 (Monday) – College closed for Thanksgiving Day

November 10 (Monday) - Last day to withdraw from Fall courses without a failing grade

November 11 (Tuesday) – College closed for Remembrance Day

Final letter grades will be posted on Camlink by Friday, December 12th.



Evaluation / Grading:

Percentage	Grade	Description	Grade Point
90-100	A+	Superior level of achievement	9
85-89	A		8
80-84	A-		7
77-79	B+	High level of achievement	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory level of achievement	3
60-64	C	Sufficient level of achievement to proceed to next level of study	2
50-59	D	Minimum level of achievement for which credit is granted. A course with a "D" grade cannot be used as a prerequisite	1
0-49	F	Minimum level has not been achieved	0
	I	Work is not complete, but instructor has granted an extension. Mark will become an "F" unless the work is completed within six weeks	



**ELD Department
Academic Progress and Attendance Requirements
Advanced and Provincial Levels¹**

Progress

In most cases, the ELD department expects students to be able to complete a level (Advanced or Provincial) in one four-month semester (hours shown are per week).

Advanced

- 072 (10 hours)
- 074 (5 hours)

Provincial

- 092 (5 hours)
- 094 (5 hours)

Students are responsible for

- attending classes regularly (see “Attendance” below)
- speaking English in class
- doing assigned homework and in-class work
- participating in class activities

Instructors are committed to providing quality education in a learning-centered manner. They will monitor course prerequisites and student progress and endeavor to place students in courses where they can succeed. When progress is unsatisfactory, appropriate interventions will occur.

Satisfactory progress requires that a student maintain a Grade Point Average of 2.0 (C) on the four most recent courses. A student whose performance is unsatisfactory will be placed on academic probation for the next session attended². A student in this situation must consult with an Academic Advisor. A student who is on academic probation and who fails to obtain a sessional GPA of at least 2.0 (C) will be required to withdraw from the School for one year. The student will be also placed on academic probation for the next session attended.

A student who is required to withdraw a second time will be refused registration for credit courses in the School of Access for two years. The student will be placed on academic probation for the next session attended. A student will be denied registration in any School of Access credit course for at least one year after twice receiving an F grade in that course. A student who is on academic probation may appeal this decision to the Dean.

¹ See the Camosun College Academic Progress Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

² Spring and Summer are considered as one session.



Attendance

It is each student's responsibility to attend the first class meeting of each course. If a student does not attend the first class and does not contact the instructor, an ELDD instructional assistant, or an international education advisor within two working days following the first class with a satisfactory explanation, admittance to the course may be denied.

If a student does not attend classes and does not officially withdraw (via Camlink or Student Services) prior to fee deadlines, he or she will be required to pay all outstanding fees, will receive no further service until the fees are paid and may receive an "F"/"IP" grade.

During the term, if a student misses one week of class(es) without official documentation, s/he will first meet with the instructor to resolve the problem. If no resolution can be made, then the student will meet with the Chair of the department who may recommend the following:

- attend Help Centre
- counseling
- program changes
- withdrawal
- discussion with an academic or an International Student Advisor (where appropriate)

At the end of term, if a student has missed 50% of class after having received departmental support, a letter will be sent to the student's local and permanent address regarding his or her absence in the course. A student with an attendance problem may not be allowed to register for the following term.

Students in any level who are receiving funding for their courses are expected to attend classes regularly. If the student is unable to attend classes, s/he is expected to contact his/her instructor(s) or an ELDD instructional assistant. Official documentation to justify absences (e.g. doctor's note) is expected.

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