



**Course Outline**  
**English (ELD) 094 (Section 001) Fall 2016**  
**Provincial English Literature**

**Instructor:** Bruce McCormack

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**Course Time and Location:**

**Monday / Wednesday – 8:30 to 10:50 in Paul 109**

**Office Hours:** In Ewing 210 as follows:

**Monday and Tuesday: 2:00 to 3:00 p.m.**

**Wednesday and Thursday: 2:00 to 2:30 p.m.**

**Friday: 10:00 to 11:00 by appointment only**

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

**Required Texts:**

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

2) *Runaway* – by Alice Munro (Fisher Building Bookstore)

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

**Recommended:** 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 (8<sup>th</sup> or 9<sup>th</sup> Edition) – available in the Help Centre (Ewing 201).

2) *Literature: Reading, Reacting, Writing* by Kirszner, Mandell & Fertile (1<sup>st</sup> 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.

**When in doubt, check it out!** 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 10% 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.

### **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](http://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** 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 (Novella) Quiz**	**10	
An essay on the Novella	10	
Poetry Quiz **	**10	
Poetry analysis (an essay on a poem)**	**15	
Essay on the play**The instructor <i>may</i> modify this	**15	
Independent Learning Exercises, Recorded Discussions + Poetry Presentations	10	
Participation (in English) – supported by attendance and punctuality: Weeks 1 to 7 / 5 Weeks 8 to 14 / 5	<u>10</u>	
<b>TOTAL</b>	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 reduced or 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 (01) – Important Dates (Tentative) – Fall 2016

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

- Week 1: **Wednesday** - Introduction to Fiction (types of conflict) & Non-Fiction  
**How to succeed in English (ELD) 094 (10 Tips)**  
**Short Story (\*\*Handout: *The Ant and the Grasshopper*)**  
**PLEASE buy your Coursepack before the second class. It will be assumed that you have it then.**
- Week 2: **Monday** – The Elements of Fiction: Coursepack 7 & 8; Reading the Story – 53 to 59); 5 & 6 (Handout: Index - Part 2 - of the Coursepack)  
**Short Story (\*\*Handout: Half a Day)**  
The Most Dangerous Game – page 65 to 86 (we’ll start reading it in class)  
**Wednesday** – *Half a Day + The Most Dangerous Game + “\*\*\*Reading the Story” + Coursepack - Elements of Fiction (continued)*
- Week 3: **Monday** – *How I Met My Husband - (+ Sample of paragraph writing) – Characterization + writing a paragraph on a character + Point of View + A Twist in the Tale (Handout\*\*) + Cinderella (start)*  
Plot and Structure (pages 60 to 64)  
**Wednesday** – *writing an in-class paragraph (2<sup>nd</sup> draft at home) – 30 minutes.*  
*Everyone Talked Loudly in Chinatown*  
*+ Writing a definition of a literary term – e.g. ‘antagonist’*  
*– Hills Like White Elephants\*\**  
*- Practice Short Story quiz questions (+ Reserve Library Rooms for Week 4 / Class 2)*



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- Week 4: **Monday - Writing an In-class paragraph on a character – Lin or Rainsford – whichever you didn't do in Week 3 (30 minutes – in-class only)**  
The Rocking Horse Winner  
**Wednesday – The Guest**  
**Digital Voice Recordings in the library**
- Week 5: **Monday - Partial first draft of your short story essay (Introductory Paragraph and at least one Body Paragraph written in class). Work begins on the novella in Runaway – Background / Reading & listening in class to 'Chance' + Coursepack 37 to 39)**  
Coursepack – page 46 – Paraphrasing & Quoting  
**Wednesday – Work continues on Runaway – Finish 'Chance'**
- Week 6: **Monday. October 10 – Thanksgiving Day – College Closed**  
**Wednesday - Short Story quiz + Hand in Short Story essay - completed first draft + typed final draft) at the beginning of class. Work continues on Runaway – 'Soon'**  
**Wednesday - Runaway - 'Soon' & start 'Silence'**
- Week 7: **Monday – Runaway – 'Silence' – Novel Essay Assigned**  
**Wednesday - Runaway + Reserve Library Rooms for Week 8 / Class 2.**
- Week 8: **Monday – Partial first draft of novel essay (Introductory Paragraph and at least two Body Paragraphs written in class).**  
**Work begins on Poetry – What is Poetry? – The Three Basic Questions & The Six Elements of Poetry + Formation of Poetry Groups / Setting of Presentation Dates**  
**Wednesday – Novel Quiz and Digital Voice Recordings in the library**
- Week 9: **Monday - Hand in Novel essay - completed first draft + typed final draft) at the beginning of class. Review Three Basic Questions & The Six Elements of Poetry**  
*+ Love After Love – How to analyze: Coursepack 142*  
**Wednesday – Poetry essay analysis topics assigned**  
Group Presentations on Selected Poems begin
- Week 10: **Monday - Group Presentations on Selected Poems continue**  
**Wednesday - Group Presentations on Selected Poems concluded**  
*The Only Life You Can Save – How to analyze poetry: Coursepack 125 - 130*
- Week 11: **Monday - Poetry Quiz (open book) Work on Drama begins (Drama vs Fiction)**  
**Wednesday - In-class Essay on a poem (1 ½ hours\*\*\*see note below)**  
**'The Glass Menagerie' - Scene 1 / 2**
- Week 12: **Monday + Work continues on Drama - The Glass Menagerie Scene 3 / 4**



**Wednesday** - Work continues on **Drama - *The Glass Menagerie*** – (Scenes 4 / 5 – 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)

Grammar Issues: Coursepack 40 and 41

**Reserve Library Rooms for Week 14 / Class 1**

**Wednesday** – *The Glass Menagerie* concluded + Handouts to prepare for the In-class Drama Essay (in Week 14: Class 2 / some will do it at home).

Week 14: **Monday - Final Library Discussions**

**Wednesday – December 7 \*\*\* - In-class *Drama Essay (entire class)*- 15% 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 (10% of Final Grade)**

Paragraph on a Character – Week 3 (2 <sup>nd</sup> Draft at Home)	/ 50
In-class Paragraph on a Character – Week 4 (In-Class)	/ 50
First Recording Session - Week 4	/ 100
Second Recording Session - Week 8	/ 100
Third Recording Session - Week 14	/ 300
Presentation on a poem - Week 9 / 10	/ 200
	/ 800
(divided by 50) =	/ 10%



#### **IMPORTANT INFORMATION:**

1. Except in cases of verified illness or other legitimate reasons, **all assignments must be handed in on the due dates, on the day of the class in which they are due.** If you have a valid reason for not being able to hand in an assignment on time, you must speak to the instructor **BEFORE** the due date.

**All take-home assignments must be neatly done, typed, double-spaced, stapled and with a HEADER. Take-home assignments should be typed unless otherwise indicated by the instructor.**

2. There are no make-up tests in ELD 094 except in the case of verifiable medical issues or other circumstances which the instructor accepts. If you are sick, please telephone or email the instructor before the class 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). That said, make-up tests **will only take place at the end of the semester** for students who have – with one or two exceptions - demonstrated a commitment to the course in terms of attendance, speaking English in class and a regular pattern of meeting deadlines.

3. With consistent attendance and completion of all assignments to the best of your ability, you will likely do well in this course. Our experience has shown us that most of our students who receive a B, B+, A -, A or A + in the course have attended all or almost all of the classes. **In other words, there is direct correlation (link) between attendance and good grades.**

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.

4. 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.





5. 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.

6. **ALL tests listed under ‘Tests and Assignments’** must be completed to fulfill the requirements of this course and receive a passing grade. Exceptions to this are at the teacher’s discretion.

7. 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.

8. Electronic devices (electronic dictionaries, smart phones, etc.) **cannot** be used during tests or other in-class assignments without the permission of the instructor. **The instructor will request that all smart phones be placed at the front of the class while a test is being written as well as when it is determined that they will be a distraction.**

9. **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 / writing. To avoid plagiarism, don’t get a “tutor” to edit your work and don’t “borrow” material 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. **A first instance of plagiarized work will result in a reduced or zero grade for the assignment. A recurrence of plagiarism will likely result in a failing grade for the course.** This policy follows the Camosun College Calendar – Student Conduct section.

**Important Dates:**

**Our course runs from Wednesday, September 7 to Wednesday, December 7, 2016**

October 10 (Monday) – College closed for Thanksgiving Day

November 11 (Friday) - College closed for Remembrance Day

**Final letter grades will be posted on Camlink by Wednesday, December 14<sup>th</sup>**  
**(Note: Grades on D2L are not official)**



**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	

**Final Reminder about Attendance:**

Attendance is very important. If you attend regularly and work consistently at your English, you will make progress. Regular attendance is essential in order to do well in this course.

**Important Links:**

\*see ELD academic progress policy at <http://faculty.camosun.ca/johnhampton>

\*Camosun Student grading policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

\*Camosun Academic progress policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

\*Camosun Student conduct at <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>



**Plagiarism: This is Camosun’s definition of plagiarism:**

Representing the work of others as your own is plagiarism. Quote and cite sources in a way that gives proper credit and avoids plagiarism. When in doubt about how to acknowledge a source, consult your instructor. Plagiarism includes, but is not limited to, the following:

1. Submitting an entire assignment (e.g., paragraph, essay, report, lab report, technical drawing, exam, etc.) written by someone else. This is plagiarism even if you make revisions to the original work.
2. Submitting an assignment in which you have copied or cut and pasted one or more passages from one or more other works or an internet site without enclosing those passages in quotation marks *and* providing clear, correct citations for those passages.
3. Submitting an assignment in which you take one or more ideas from another work(s) without citing them, even when you reword or put those ideas in your own words (that is, paraphrasing them). You *must* provide clear, correct citations for theories, arguments, facts, stories, or other information that you did not come up with on your own.
4. Submitting an assignment that an editor or tutor, whether amateur or professional, has partially or entirely rewritten for you. A tutor is not a copy editor. A tutor's role is to explain general principles of writing, grammar, syntax, punctuation, and spelling.
5. Submitting a group project which contains plagiarism. It is the responsibility of all members of the group to monitor the progress of the work to ensure that plagiarism does not occur.