

	School of Access Department of English Preparatory English Literature ENGL 104 (001) WINTER 2018 COURSE OUTLINE
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<u>Instructor Information</u> Instructor: Michael Stewart E-mail: stewartm@camosun.bc.ca (This is the best way to contact me) Telephone: 250-370-3357 Office: Paul 330 Office Hours: TBA	<u>Dates, Times & Location</u> Jan. 9-Apr. 12 12:00 pm-1:20 pm Tues. F 206 Thurs. Y 316
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Course Description

This course provides instruction and practice in critical reading, writing and thinking, literary interpretation and divergent expression, and discussion and evaluation of a wide variety of literary texts. Students will read short stories, creative non-fiction, novels, drama and poetry, and will learn and apply basic literary terms/concepts in literary analysis. Many thanks to Sharon Quigley for designing this course, her mentorship and ongoing support.

Required Materials

- ❑ ENGL 104 Coursepack (Designed by: Sharon Quigley)
- ❑ Choose one of the following novels. **NOTE: DO NOT BUY UNTIL WEEK 3 OF THE COURSE.**
The Marrow Thieves (by Cherie Dimaline); *Ecotopia* (by Ernest Callenbach); *The Hunger Games* (by Suzanne Collins); *The Word for World is Forest* (by Ursula Le Guin)
- ❑ Ticket (\$8) to see the play, *Neva*, at Theatre Inconnu (see www.theatreinconnu.com for information)

Intended Learning Outcomes

1. Critical Reading and Discussion Skills

- a) Make connections and consider meaning in literary texts;
- b) Examine how historical context, including cultural, social and political factors, shapes critical understanding of literature;
- c) Identify and respond to themes of literary works;
- d) Use appropriate literary terms such as metaphor, irony, setting, etc;
- e) Use vocabulary associated with analyzing fiction, poetry, drama and creative non-fiction;
- f) Distinguish between literal and figurative meaning;
- g) Understand key differences between high school and post-secondary level academic work.

2. Writing Skills

- a) Practice producing different types of academic writing assignments, including literary essays;
- b) Become more independent in their approach to reading, writing and studying;
- c) Integrate quotations and paraphrases from literary works smoothly into paragraphs and essays using MLA conventions;
- d) Connect literary devices and techniques to themes.

3. Presentation and Oral Communication Skills

- a) Present material using language effectively and appropriately in both formal and informal situations;
- b) Select and use effective visual and/or auditory presentation aids;
- c) Give and respond to feedback respectfully and appropriately;
- d) Collaborate with others in completing tasks;
- e) Recognize and respect diversity and individual differences.

4. Media Literacy

- Critically compare treatments of a theme, topic and content from a variety of media and/or sources, such as an original written play and a dramatized version;
- Recognize the importance of media literacy and exhibit a critical awareness of media messages and how they influence the form and interpretation of literature.

5. Computer Literacy

- Use word processing software effectively in the production of written assignments;
- Use information from a variety of applications in the production and presentation of assignments (e.g. Internet websites, electronic presentations, *Word* documents, video);
- Communicate effectively using e-mail.

How to be Successful in This Course

This course is designed to help you develop your ability to read, think, discuss, and write critically, creatively and analytically. You will get the most benefit from this course if you view it as a way of improving skills essential to success in college and your future career, rather than as a series of assignment to be minimally completed. Consistent effort is critical to success. If you complete all the assignments on time and to the best of your ability, attend all or most classes, and participate constructively in class activities, you will increase your chances of success and gain personal satisfaction, confidence, and enjoyment from your accomplishments.

Writing. Developing your writing skills is an important component of this course. Good writing requires time, persistent effort, thinking, planning, organizing, revising, and editing, so most of your writing will take place out of the classroom. The most effective way to improve your writing is to (1) ask others (eg. a friend with excellent English skills or an instructional assistant in the English Help Centre) to give you feedback on your writing well before the due date; and (2) revise and edit carefully before submitting it for grading.

Reading. Developing your reading skills is also an important component of this course. Careful, close reading is an important reading skill; it takes time and so will take place out of the classroom. Brainstorming, analyzing, discussing, and writing about selected texts will also help develop your reading skills.

English Help Centre

The English Help Centre (Ewing 202) is available to support all English Access students. Instructional assistants offer one-on-one assistance. Resources and computer help are also available. See their website for the schedule.

Grading Following is the Camosun grading system. I use the midpoint % for each letter grade to calculate grades. See the *Coursepack* for grading criteria. See D2L for a record of your grades.

A+	90-100%	A-	80-84%	B	73-76%	C+	65-69%	D	50-59%
A	85-89%	B+	77-79%	B-	70-72%	C	60-64%	F	0-49%

Course Evaluation

ASSIGNMENTS	weighting
attendance (for dates checked on the Course Schedule)	5%
reading quizzes (in class)	15%
short story analysis writing assignment (take-home)	10%
literary terms test (in-class)	5%
drama writing assignment on the play (in class)	10%
drama essay on film, <i>Amadeus</i> (take home)	15%
drama oral presentation on film, <i>Amadeus</i> (in class)	5%
novel oral presentation (in class)	5%
novel essay (take home)	15%
poetry test (in-class)	10%
poetry analysis assignment (take home)	5%

Student Responsibilities

1. **Read, understand, and abide by this course outline.** Instructors are obliged to follow their course outlines, so read this one very carefully and ask for clarification if there's anything you don't understand.
2. **Seek appropriate, timely help.** Students are ultimately responsible for their own learning and for taking initiative to get appropriate, timely support. The College offers a spectrum of resources to support students' learning. For more information, check the College website. I am available to help you individually during office hours, by appointment, or by email.
3. **Familiarize yourself with and comply with official College requirements and policies published in the College Calendar at www.camosun.bc.ca.** You are responsible for informing yourself about policies for deadlines, prerequisites, fees, withdrawal, student conduct, academic progress, etc.
4. **Be honest. Do your own work. Don't plagiarize.** Plagiarism is a serious offence. It is considered theft and dishonesty. The College *Student Conduct Policy* defines plagiarism as the "presentation of another person's or source's words and/or ideas as one's own...rang[ing] from an entire assignment that is not the student's own work to specific passages within an assignment taken from a source without acknowledgement."
 - In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. More serious consequences may be imposed as per the College Student Conduct Policy.
 - It is your responsibility to "prove" that your work is entirely your own, if I ask. Periodically use the "save as" function to save different drafts (eg. Draft 1, Draft 2) as you write. If I suspect you didn't write part or all of your assignment, I will ask you to produce all your drafts and notes so I can see the progress of your writing. Failure to produce drafts and notes may be considered evidence of plagiarism.
 - If you are unsure about the line between using your original work and incorporating other people's feedback, bring your revised draft to the English Help Centre or to me for clarification. If you have used too much of someone else's words or ideas, we'll help you adjust it. Doing this shows your desire for academic honesty and to learn.
5. **Please refrain from using laptops, cell phones, or text messaging in the classroom unless you have prior permission from me.** In most cases, using these devices is a distraction (comparable to chatting in class) for yourself and others and is therefore disrespectful to the learning environment of the class as a whole.
 - Ensure your devices are shut off and placed inside your purse or backpack while in the classroom.
 - Speaking to a classmate or using electronic equipment during a test is not allowed. Any questions or requests during a test must be addressed to the instructor, not other students.
6. **Attend most classes.** Successful completion of this course is highly correlated with regular attendance.
 - All attendance is recorded. Attendance for dates checked on the Course Schedule is 5% of the final grade.
 - Absent students are responsible for material covered during class and for meeting assignment deadlines.
 - I reserve the right to refuse any assignments by a student with more than 25% (i.e. five) unexcused absences.**
 - I am unable to individually re-teach missed classes or inform students of material missed during their absence. At the beginning of the course, exchange email addresses and phone numbers with several other classmates to help one other in the event of absences.
7. **Arrive on time.** Since lateness interrupts the class, make every effort to arrive on time. Please let me know if your circumstances will cause you to be frequently late.
8. **Prepare for class and participate cooperatively.** Everyone is responsible for co-creating a collaborative, respectful, enjoyable, supportive, productive learning environment; therefore, students are expected to
 - speak and act with integrity, sensitive to how one's words, actions, and attitudes affect others; and
 - listen carefully with full attention and an open mind, valuing differing viewpoints.

Students who have not properly prepared for class or assigned group work—or who behave in a manner that detracts from a positive learning environment—place an unfair burden on their classmates and may be asked to leave the class or the group.

9. **Carefully and attentively read the assigned readings BEFORE class.** The assigned readings (see the Course Schedule) are designed to prepare you for class learning activities that day and for the next writing assignment. The reading quizzes are designed to test reading comprehension, help motivate you to read carefully and attentively before class, and reward you for class attendance and preparation.
 - Quizzes are scheduled at the beginning of class**, so make every effort to arrive on time. Latecomers cannot be given extra time as it is unfair to expect the class to wait while latecomers finish.
 - Missed in-class quizzes cannot be made up** as they are marks for class preparedness and participation. Exceptions will be made if you notify me **before** the quiz date that you must miss class for a valid reason, or at the instructor's discretion.
 - If you have not completed the assigned reading before class**, you will be expected to excuse yourself from the class before the quiz starts to do the assigned reading so that you are prepared for the class. You may not join a group unless you have read the required reading. You may not make up the quiz.
10. **Carefully read and follow all assignment guidelines.** Be sure to get help well before the due date if you do not understand the guidelines. Assignments that do not follow the assignment guidelines will receive a grade of D or F. See the revision policy below.
11. **(Optional) Revise and resubmit the following assignments within 3 weeks of the due date if you receive a grade of C or lower:** Short Story Assignment, Drama Essay and Novel Essay.
 - Revised assignments submitted more than **3 weeks after the due date** will not be accepted.
 - Attach the original essay** that I graded so I can see the feedback I gave you; otherwise, your revised essay will be returned unread, and you may resubmit within one week.
 - Students may revise twice. The maximum grade for a first revision is C+. The maximum grade for a second revision is C.
12. **Submit all assignments on the due date.**
 - Late assignments will be deducted 5% per day.** Assignments submitted more than five days late will not be accepted. Extensions will be offered only at the discretion of the instructor.
 - Email or D2L submissions will not be accepted.** Exceptions will be made only if your circumstances merit an electronic submission, and if I give you prior permission.
 - Computer problems or lost or damaged copies** are never valid excuses for late assignments.
 - Staple** assignments before submitting (I don't bring staplers to class). Please don't use clips or folders.
 - If you submit an assignment to my office when I'm not there**, ask a faculty member (if no faculty are available, ask a librarian) to legibly sign his/her name on the assignment, as well as the time and date he/she signed it, and then slide it under my door; otherwise, I will consider your assignment submitted on the date I return to my office.
 - No assignments will be accepted after **5:00 pm on the Friday immediately following the last class.**