



CAMOSUN COLLEGE
Access
ELD

ELD 094 (003)
Provincial Literature
Summer / 2019

COURSE OUTLINE

The calendar description is available on the web @ <https://online.camosun.ca/d2l>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

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| (a) Instructor | Bruce McCormack |
| (b) Office hours | Monday, Tuesday, Wednesday, Thursday 11:00 – 11:30 a.m. & 2:00 – 2:30 p.m. |
| (c) Location | Ewing 210 |
| (d) Phone | 250-370-3454 Alternative: |
| (e) E-mail | mccormac@camosun.bc.ca |
| (f) Website | http://online.camosun.ca/d2l |

2. Intended Learning Outcomes

Upon successful completion of this course, students will be able to

1. Demonstrate reading, critical thinking, and discussion skills while examining works of literature
 - Examine how historical context, including cultural, social and political factors, shapes both literature and the understanding of literature;
 - Identify and respond to themes of literary works;
 - Identify and use appropriate literary terms, such as metaphor, irony, and setting, when analyzing fiction, poetry, and drama;
 - Distinguish between the meanings of literal and figurative language;
 - Identify and respond to cultural differences through literature.
2. Plan and produce coherent and well-organized written assignments based on literary texts
 - Produce different types of literary writing assignments, including essays
 - Integrate quotations and paraphrases from literary works correctly into paragraphs and essays using MLA conventions;
 - Support an understanding of theme with reference to relevant literary devices.
3. Present information and ideas orally using effective language in both formal and informal situations

- Give and respond to feedback respectfully and appropriately;
- Collaborate with others in completing tasks;
- Recognize and respect intercultural diversity and individual differences.

3. Required Materials

(a) ELD 094 Coursepack – Bruce McCormack (Fisher Building Bookstore)
Novel: A Wizard of Earthsea – Ursula K. Le Guin (Fisher Bookstore) – new or used
The Glass Menagerie by Tennessee Williams (Fisher Bookstore) – new or used

(b) 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.

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

Course Time and Location:

Monday / Wednesday – 2:30 to 4:50 in Fisher 302 (May 6 to June 26)
In Young 201 (July 3 to August 7)

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 include in-class writing and participation in discussions (sometimes recorded). They 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.

IMPORTANT INFORMATION:

- In order to pass the course, you must achieve overall passing grades (minimum 60%) in both **assignments mostly done in-class**** as well as on your overall mark. **In-class assignments include a short story quiz, a novel quiz, a poetry presentation, a poetry quiz, an in-class essay on the play + a journal done partly in class.** (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 (03) – Important Dates (Tentative) – Summer / 2019

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

- Week 1: **Monday** (May 6) - Introduction to Fiction (types of conflict) & Non-Fiction
*How to succeed in English (ELD) 094 (10 Tips) / Start a Journal / 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.
Wednesday (May 8) – **The Ant and the Grasshopper + Half a Day** (Handout)**
- ***How to be a Successful Student – Coursepack***
- Week 2: **Monday** (May 13) – The Elements of Fiction: Coursepack 7 / 8; **Reading the Story – 53 to 59); Suggested Approach - 5 & 6
The Most Dangerous Game – page 65 to 86 (we'll start reading it in class)
Wednesday (May 15) – *The Most Dangerous Game + ***Reading the Story" + Coursepack - Elements of Fiction (continued) – 12 to 14 – Hills Like White Elephants***
- Week 3: **Monday (May 20) – Victoria Day – COLLEGE CLOSED**
Wednesday (May 22) - *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)- 9 to 11*
Plot and Structure (pages 60 to 64) – includes an 'analysis' of The Most Dangerous Game

Week 4: **Monday** (May 27) – *Everyone Talked Loudly in Chinatown* (+ ****Start The Guest**) - writing an in-class paragraph (2nd draft at home) – 30 minutes.
+ Writing a definition of a literary term – e.g. ‘antagonist’

Practice Short Story quiz questions / Matching quiz (Character / Quote)

Wednesday (May 29) Hand in paragraph. Then, write another In-class paragraph on a character – Lin or Rainsford – whichever you didn’t do already (30 minutes – in-class only this second time) / **Jorge the Church Janitor Finally Quits (Handout**)** – **work on Theme**

The Guest & (The Rocking Horse Winner**)

(+ Reserve Library Rooms for Week 5 / Class 2 @ 4 p.m.)

Week 5: **Monday** (June 3) - **Partial first draft of your short story essay (Introductory Paragraph and at least one Body Paragraph written in class). Work begins on the novel ‘A Wizard of Earthsea’ – Background / Pre-reading discussion Coursepack – page 46 – Paraphrasing & Quoting**

Wednesday (June 5) – **Work continues on ‘A Wizard of Earthsea’ Digital Voice Recordings in the library (4 to 4:50 p.m.)**

Week 6: **Monday** (June 10) - **Short Story quiz + Hand in Short Story essay - completed first draft + typed final draft) at the beginning of class. Work continues on ‘A Wizard of Earthsea’**

Wednesday (June 12) - **A Wizard of Earthsea’**

Week 7: **Monday** (June 17) – **‘A Wizard of Earthsea’ – Novel Essay Assigned**

Wednesday (June 19) - **Finish ‘A Wizard of Earthsea’ (+ Reserve Library Rooms for Week 8 / Class 2 @ 4 p.m.)**

Hand in your Journal for the first half of the course (number your pages / each entry needs a heading and a date) – 5% of course mark

Week 8: **Monday** (June 24) - **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 (June 26) – **Novel Quiz and Digital Voice Recordings in the library (4 to 4:50 p.m.)**

Midterm Break – Friday / Saturday / Sunday / Monday

Week 9: **Monday, July 1 – Canada Day Observed – COLLEGE CLOSED**

Wednesday (July 3) - **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

Week 10: **Monday** (July 8) – **Group Presentations on Selected Poems begin**

Wednesday (July 10) - **Group Presentations on Selected Poems continue *The Only Life You Can Save* – How to analyze poetry: Coursepack 125 - 130**

Week 11: **Monday** (July 15) – **Group presentations on poems concludes.**

- **Work on Drama begins (Drama vs Fiction) - ‘The Glass Menagerie’ – Scene 1 (tentatively)**

- **Wednesday (July 17) - Poetry Quiz (OPEN BOOK) – 1 ¼ hours**
 - **– ‘The Glass Menagerie’ – Scene 2 / 3 (Tentative: Film 4:45 – 5:30 instead of class on August 7th)**
- Week 12: **Monday (July 22) Work continues on Drama - *The Glass Menagerie* Scenes 4 / 5 (Tentative: Film 4:45 – 5:30 instead of class on Aug 7th)**
Wednesday (July 24) - Work continues on Drama - *The Glass Menagerie* – (Scenes 5 / 6 – listening, reading & discussing the questions in class - we will listen to much of the play as we read it.) (Tentative: Film 4:45 – 5:30 instead of class on Aug 7th)
Hand in Course Journal – Part 2 – 5% of Course Mark
- Week 13: **Monday – (July 29) *The Glass Menagerie* concluded - Listening, Reading and Discussing the Questions) - Film concluded (in class)**
Grammar Issues: Coursepack 40 and 41 + Handouts to prepare for the Drama Essay
Wednesday (July 31) – *Glass Menagerie*: In-class drama essay - Final Exam and Final Class
- Week 14: **Monday (August 5) – B.C. Day – College Closed**
Wednesday (August 7) * No class (extra 2 ¼ hours completed on Wedn., July 17th, Mon., July 22 & Wedn. July 24 – 45 minutes X 3)**

Independent Learning & Homework Assignments (10% of Final Grade)

Paragraph on a Character – Week 3 (2nd Draft at Home)	/ 50
In-class Paragraph on a Character - Week 4 (In-Class)	/ 50
First Recording Session - Week 5	/ 200
Second Recording Session - Week 8	/ 200
	/ 500
(divided by 50) =	/ 10%

5. Basis of Student Assessment (Weighting)

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	
An essay on the Novel	10	
Poetry Quiz**	**10	
Poetry presentation** (includes an outline)	**10	
Course Journal + An Essay on the play**	**10 + **10	
Independent Learning Exercises, Recorded Discussions	10	

Participation (in English) – supported by attendance and punctuality: Weeks 1 to 7 / 5		
Weeks 8 to 14 / 5	<u>10</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.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with “X” in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

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 Kirsznar, Mandell & Fertile (1st or 2nd Canadian Edition) – available in the Help Centre (Ewing 201).

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** (10% of the course). **Practice using the literary terms** that we learn. Also practice paraphrasing, summarizing and integrating quotations into your writing, as these are required skills in ELD 094. **Finally, write about your personal reactions to the characters who we read about.**

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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.