



**SCHOOL OF ACCESS
ENGLISH DEPARTMENT
ENGL 094-001
Provincial English Literature
2019S**

COURSE OUTLINE

English 094 provides instruction and practice in reading, discussing, evaluating, and writing about short stories, novels, poetry, and drama. Studying these genres introduces you to basic literary terms and concepts. English 094 combined with English 092 is equivalent to Provincial English 12.

The calendar description is @<http://camosun.ca/learn/calendar/current/web/engl.html>

- ◆ Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr. Heidi Tiedemann Darroch (please call me Heidi)
(b)	Office Hours:	Tuesdays and Wednesdays 11-1, or by appointment
(c)	Location:	Paul 331
(d)	Phone:	TBA
(e)	Email:	DarrochH@camosun.bc.ca
(f)	Website:	D2L class site

2. Intended Learning Outcomes

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

1. Critical and Creative Thinking

- Evaluate argument for validity, reliability, currency, and objectivity
- Recognize structural elements associated with particular standard formats for literary communication
- Demonstrate an awareness and understanding of the power of language in literary communication; the importance of word choice and organization in furthering the problem solving process (initiating, developing and organizing thought); and the influence of communication formats on language choices and usage
- Support a position by citing specific details from what has been read, heard, or viewed
- Explore diverse perspectives to develop or modify one's point of view
- Assess ways in which language reflects and influences values and behaviours
- Analyze literary elements in various genres
- Recognize tone, including irony and understatement in poetry, short stories, and drama

2. Reading, Research, and Reference

- Respond to themes and ideas of literary works
- Use appropriate literary terms (such as conflict, theme, and character) associated with different genres

- c) Distinguish between implicit and explicit messages
- d) Use prior knowledge and experience to assist understanding of new material
- e) Paraphrase main ideas in written material
- f) Evaluate the influences, writing style and background of particular authors in order to understand their writings
- g) Read and demonstrate an understanding of short stories, poetry, drama and the novel, including work by Canadian authors
- h) Place a piece of literature in its historical and cultural context
- i) Describe the social and personal benefits of reading literature

3. Written Communication

- a) Apply a writing process approach (pre-write, draft, revise, edit)
- b) Produce work that demonstrates effective organization, support (e.g., examples, evidence) and sentence structure
- c) Understand and avoid plagiarism
- d) Integrate quotations from literary works into a literary analysis and document them according to MLA conventions
- e) Produce writing on demand (e.g., essay, exams)
- f) Write literary essays using appropriate structure, development techniques, and literary criticism conventions
- g) Discuss literary terms (such as conflict, theme, character, mood, tone, irony, foreshadowing, point of view, and setting) in the analysis of works studied

4. Speaking and Listening Skills

- a) Speak, adjusting for audience, purpose, and situation
- b) Interact effectively in formal or informal situations
- c) Deliver a research-based oral presentation to inform or persuade and respond effectively to feedback
- d) Use effective presentation aids to enhance communications
- e) Demonstrate a critical understanding of arguments

These outcomes conform to and reflect the BC Articulation Handbook recommendations and outcomes for the literature portions of Provincial Level English.

3. Required Materials

- a) Course texts:
 - Broadview Introduction to Literature Concise Edition*. Edited by Lisa Chalykoff, Neta Gordon, and Paul Lumsden.
 - One of the following novels: David Chariandy's *Brother* or Neil Gaiman's *The Ocean at the End of the Lane* (please do not purchase until we have set up the book groups)
- b) A three-ring binder and lined paper
- c) Although not required, a good collegiate paperback dictionary would be useful

4. Course Content and Schedule

Class time & location: Tuesdays/Thursdays 1:30-4:20PM in Young 227

Date	Topics	Readings, Assignments and Activities
May 7	Welcome and introduction: Why read literature?	Video: Neil Gaiman's "Make Good Art" https://www.youtube.com/watch?v=plWexCID-kA Diagnostic writing exercise

	Drama and theatre: classical origins to contemporary forms Introduction to Ibsen's <i>A Doll's House</i>	
May 9	Staging, stage directions, and dialogue Writing about drama	Henrik Ibsen's <i>A Doll's House</i> Act 1 Response to Act 1 (30 minutes; 5%)
May 14	Plot and character development; themes; imagery and motifs Academic integrity policies Common writing concerns: grammar and punctuation review	<i>A Doll's House</i> Acts 2 and 3 In-class drama analysis topics distributed
May 16	Discussion of the novel group project assignment Introduction to fiction conventions and the novel study options	<i>A Doll's House</i> analysis (75 minutes; 15%) Sign up for the novel presentation on David Chariandy's <i>Brother</i> OR Neil Gaiman's <i>The Ocean at the End of the Lane</i>
May 21	Introduction to the short story: narration, setting, and symbolism Writing about fiction	Charlotte Perkins Gilman's "The Yellow Wallpaper" William Faulkner's "A Rose for Emily" Flannery O'Connor's "A Good Man Is Hard to Find"
May 23	Narration and description Close reading Using and citing quotations	Alice Munro's "Friend of My Youth" Thomas King's "A Short History of Indians in Canada" MLA in-text citations and Works Cited (see D2L for materials)
May 28	Atmosphere and tone Dialogue Meet with your novel presentation group to plan your work	Katherine Mansfield's "A Garden Party" Ernest Hemingway's "A Clean, Well-Lighted Place"
May 30	Short story test (posted on D2L May 29 at noon)	Take-home short story test due by 5PM via D2L Dropbox submission (15%)
June 4	Novel presentations Introduction to poetry Form and structure Speaker and situation Rhyme and rhythm	Group presentations on the novel (10%) William Shakespeare's Sonnets 18 ["Shall I compare thee to a summer's day?"] and 130 ["My mistress' eyes are nothing like the sun"]

June 6	Diction Irony, paradox, and hyperbole Figurative language Imagery and symbolism	John Donne's "The Flea" Andrew Marvell's "To His Coy Mistress" Elizabeth Bishop's "One Art" Stevie Smith's "Not Waving but Drowning"
June 11	Poetry: putting it together	Matthew Arnold's "Dover Beach" Alice Oswald's "Wedding" Seamus Heaney's "Mid-Term Break" Derek Walcott's "A Far Cry from Africa" Marilyn Dumont's "The White Judges" Sight poem analysis (75 minutes; 15%)
June 13	Gothic conventions across genres	Edgar Allen Poe's "The Raven" Kazuo Ishiguro's "A Family Supper" Additional readings T.B.A.
June 18	Drafting the literary essay: <ul style="list-style-type: none"> • Thesis development • Introductions and conclusions Individual meetings (June 17-19)	Assessing sample student essays Thesis development workshop and peer review Review of introducing, integrating, and citing quotations
June 20	Editing and proofreading Review of common writing concerns	Three copies of your essay draft due in class for peer review The final version of your essay is due by 5PM on June 21st via D2L Dropbox submission
June 22	Last day of term	Submit any late course work by 5PM

5. Basis of Student Assessment (Weighting)

(a) Assignments

Response to *A Doll's House*: 5%

In-class drama analysis (75 minutes): 15%

Short story take-home test: 15%

Group research project and presentation on a novel: 10%

In-class sight poem analysis (75 minutes): 15%

Literary analysis essay:

Presentation on the essay and peer review of the essay draft: 5%

Final essay (1250-1500 words): 25%

(b) Other

Participation in class discussion, writing, peer review, citation, and editing exercises: 10%

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials or Services to Assist You to Succeed Throughout the Course

English Help Centre (EHC) – <http://camosun.ca/services/help-centres/>

The EHC provides one-on-one support for writing.

Centre for Accessible Learning (CAL) – <http://camosun.ca/services/accessible-learning/>

CAL provides services and educational accommodations with students with a documented disability.

8. College Supports, Services and Polices



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.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**.
It is the student's responsibility to become familiar with the content of this policy.
The policy is available in each School Administration Office, at Student Services,
and the College web site in the Policy Section.

A. 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	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

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 E-1.5 at camosun.ca 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

9. Course Policies and Expectations

Welcome! I look forward to working with all of you this term.

(a) What you can expect from me:

- I will offer a respectful response to the ideas you express verbally and in writing
- I will strive to offer classes that are productive, interesting, and useful
- I will supply feedback that is intended to help you develop your writing skills
- I will be available for during office hours or by appointment for consultation
- I will be accessible via email to answer brief questions or to set up appointments
- I welcome the participation of students with diverse learning needs

(b) What I expect from you:

- Timely and consistent attendance
- Preparation for class: please complete readings before class, and bring the course text with you, as well as pen and paper (we will frequently have in-class writing activities)
- Engagement in class activities

- Responsibility for making up missed classes it's wise to have a "buddy" system set up with one or more classmates)
- Respectful conduct toward the class: please avoid late arrivals/early departures, creating distractions with technology, and other distracting conduct
- Appropriate use of technology only for the purpose of supporting your learning in class
- Willingness to be open to diverse opinions and views and to respond thoughtfully and generously

Assignment submission requirements:

- Assignments completed at home are to be submitted online via the Dropbox feature on our class D2L site (I will review with you how to upload your assignments and access your feedback files)
- In-class assignments must be completed on the appropriate date unless there are extenuating circumstances
- Please be prepared to document illnesses or emergencies when requesting an extension or make-up assignment

Academic integrity:

- Academic writers are expected to present original work and to attribute credit for any ideas and quotations drawn from research sources; we will review Camosun's policies on academic honesty in class, which include the following expectations:
 - All of the writing that you submit for grading was composed by you
 - Each of your writing submissions is original work produced for this course and not previously (or subsequently) submitted for credit in another course
 - Any uses of the words or ideas of other people have been acknowledged, including instances where you have put another author's ideas in your own words

Late and missing assignments:

- Unexcused late assignments will be penalized at the rate of 5% per day for one week; assignments submitted after one week will receive the deduction of 25% and will be assigned a grade but will not receive comments
- To complete the course you must submit all of the course assignments by the final day of the term; missing assignments will receive a mark of 0