



CAMOSUN COLLEGE  
School  
Department

English 094-002  
Provincial English Literature  
Summer, 2019 Term & Year  
Dates: July 2-August 19, 2019  
Class Location: F336  
COURSE OUTLINE

The calendar description is available on the web  
@<http://camosun.ca/learn/calendar/current/web/engl.html> \_\_\_

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

(a) Instructor	Jane Dillon-Davis	_____
(b) Office hours	Tuesday, Thursday 12:30pm-1:30pm	_____
(c) Location	Paul Bldg. 339	_____
(d) Phone	N/A	Alternative: _____
(e) E-mail	<a href="mailto:dillondavisj@camosun.bc.ca">dillondavisj@camosun.bc.ca</a>	_____
(f) Website		_____

2. Intended Learning Outcomes

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

Intended Learning Outcomes:

Upon successful completion of this course a student will be able to

1. Critical and Creative Thinking

- a) evaluate argument for validity, reliability, currency and objectivity
- b) recognize structural elements associated with particular standard formats for literary communication
- c) 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
- d) support a position by citing specific details from what has been read, heard, or viewed

- e) explore diverse perspectives to develop or modify one's point of view
  - f) assess ways in which language reflects and influences values and behavior
  - g) analyze literary elements in various genres
  - h) recognize tone, including irony and understatement in poetry, short stories, and drama
2. Reading, Research and Reference
- a) respond to themes and ideas of literary works
  - b) 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
  - 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 (essay, exams)
  - f) write literary essays using appropriate structure, developmental techniques, and literary 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) adjust speaking style to suit 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 communication
  - e) demonstrate a critical understanding of arguments

### 3. Required Materials

#### (a) Texts

Course Pack: The Short Story Unit (Instructor: Jane Dillon-Davis  
 Ibsen, Henrik. *A Doll House*. Dover Thrift Edition  
 Krakauer, Jon. *Into the Wild*. Anchor Books

#### 4. Course Content and Schedule

<b>English 094-002 Summer, 2019</b>	<b>Tentative Schedule): Coverage and Assignments</b>
<b>Class 1:</b> <ul style="list-style-type: none"> <li>Course Outline</li> <li>Introduction to the Short Story</li> </ul>	<ul style="list-style-type: none"> <li>The Elements of the Short Story</li> <li>Reading: TBA</li> </ul>
<b>Class 2:</b> <ul style="list-style-type: none"> <li>Theme: The Conflict with Nature</li> </ul>	<ul style="list-style-type: none"> <li>Readings: “A Field of Wheat”, “Death by Landscape”</li> <li>Writing on Literature</li> <li><b>Paragraph Assigned (due class #3)</b></li> </ul>
<b>Class 3:</b> <ul style="list-style-type: none"> <li>Theme: Childhood and Youth</li> </ul>	<ul style="list-style-type: none"> <li><b>Paragraph due</b></li> <li>Readings: “The Rocking Horse Winner” and/or “Eveline”</li> <li>Theme Statements</li> <li>Writing an Essay on Literature</li> </ul>
<b>Class 4:</b> <ul style="list-style-type: none"> <li>Theme: Culture and Identity</li> </ul>	<ul style="list-style-type: none"> <li>Writing an Essay on Literature</li> <li><b>Essay #1 (The Short Story) assigned (due class 6)</b></li> <li>Readings: “Borders” Other (TBA)</li> </ul>
<b>Class 5:</b> <ul style="list-style-type: none"> <li>Drama: <i>A Doll House</i>: Introduction</li> </ul>	<ul style="list-style-type: none"> <li><b>Short Story Test</b></li> <li>Reading and Discussion</li> </ul>
<b>Class 6:</b> <ul style="list-style-type: none"> <li><i>A Doll House</i>: Acts 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li><b>Essay #1 due</b></li> <li><b>Reading and Discussion</b></li> </ul>
<b>Class 7:</b> <ul style="list-style-type: none"> <li><i>A Doll House</i>: Act 3</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Discussion</li> </ul>
<b>Class 8:</b> <ul style="list-style-type: none"> <li><i>A Doll House</i>: Concluding Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Discussion</li> <li>Topics assigned for in-class essay (class #9)</li> <li><b>Test on <i>A Doll House</i></b></li> </ul>
<b>Class 9:</b> <ul style="list-style-type: none"> <li>Poetry: Introduction</li> </ul>	<ul style="list-style-type: none"> <li><b>Essay #2 (Drama) : to be written in class (90 minutes)</b></li> </ul>
<b>Class 10:</b> <ul style="list-style-type: none"> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Reading and Discussion</li> <li><b>IMPORTANT: Students should be reading <i>Into the Wild</i></b></li> </ul>
<b>Class 11:</b> <ul style="list-style-type: none"> <li>Poetry</li> <li><i>Into the Wild</i>: Introduction</li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry Test</b></li> <li><i>Into the Wild</i>: Groups Assigned</li> </ul>
<b>Class 12:</b> <ul style="list-style-type: none"> <li><i>Into the Wild</i></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Into the Wild</i>: Reading Quiz</b></li> <li>Lecture, Discussion and Group Work</li> </ul>
<b>Class 13:</b> <ul style="list-style-type: none"> <li><i>Into the Wild</i></li> </ul>	<ul style="list-style-type: none"> <li>Lecture, Discussion and Group Work</li> <li>Topics assigned for in-class essay (class #14)</li> </ul>
<b>Class 14:</b> <ul style="list-style-type: none"> <li><i>Into the Wild</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Essay #3 (Novel): to be written in class (90 minutes)</b></li> <li><b>Group Presentations</b></li> </ul>

## 5. Basis of Student Assessment (Weighting)

*(Should be directly linked to learning outcomes.)*

### ASSIGNMENTS AND EVALUATION:

Assignments (tests, writing, group)	Weighting (% Final Grade)
Paragraph	5%
Short Story Test	5%
Essay #1 (Short Story)	20%
<i>A Doll House</i> Test	10%
Major Writing Assign. #2 (Drama)	20%
Poetry Test	10%
<i>Into the Wild</i> : Reading Quiz	5%
Group Presentation	5%
Essay #3 (Novel)	20%
TOTAL (FINAL GRADE)	100%

(a) Assignments

(b) Quizzes

(c) Exams

(d) Other (e.g. Project, Attendance, Group Work)

## 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

## 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.