

"We approach our lives on different trajectories, each of us spinning in our own separate, shining orbits. What gives this life its resonance is when those trajectories cross and we become engaged with each other, for as long or as fleetingly as we do. There's a shared energy then, and it can feel as though the whole universe is in the process of coming together. I live for those times. No one is truly ever "just passing through." Every encounter has within it the power of enchantment, if we're willing to look for it."  
– Richard Wagamese, *Embers: One Ojibway's Meditations*



## School of Access: Academic and Career Foundations Department

### ENGL 094 - Provincial English Literature

#### Course Outline

The Approved Course Description is available on the College website  
<http://www.camosun.ca/learn/calendar/index.html>

#### 1. Instructor and Course Information

**Instructor:** Mice Albano (May and June)  
**Office:** CBA 110 at Interurban (by appointment)  
**Phone:** (250) 370-4519  
**E-mail:** [albano@camosun.bc.ca](mailto:albano@camosun.bc.ca)  
**Office Hours:** Wednesdays from 11:00 am to 12:00 noon  
Other days and times by appointment

**Class Hours:** 6 hours instruction per week, plus 4 hours in the Help Centre

**Course location and times:** May 6<sup>th</sup> to August 14<sup>th</sup>  
**Classroom:** Mondays: 12:30 pm - 03:50 pm CBA 118  
Wednesdays: 12:30 pm - 03:50 pm CBA 118  
**No classes:** - Canada Day - July 1st  
BC day - August 5th -

#### 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 any part of this outline is not understood, or if you have any questions, please ask the instructor for clarification. The instructor will abide by the course outline and students are expected to read and understand its contents.

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#### 2. 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. ENGL 094 combined with ENGL 092 is equivalent to Provincial English 12.

### 3. Pre-requisites

English 092

### 4. Course Type

All our classes are **Self Paced**: Students complete the course outcomes at a pace that best suits their lifestyle. This means:

1. We will start the class with a group lesson that will help students reach the course outcomes.
2. Students are working at different parts of many different courses, all at the same time,
3. Instructors will connect with students often and see how they are doing. Also, students ask for help when they need it. Students use the Help Centre to support their learning.
4. Students have the responsibility to attend class every day, work hard, and ask for support when needed.

Instructors meet each student in the first class or two, and over time, they learn how best to support student's learning.

### 5. Intended Learning Outcomes

Upon successful completion of this course, students will have demonstrated proficiency in the following areas:

#### 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 genre
- 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, development 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

## 6. Required and Recommended Materials

***Literature: Reading, Reacting, Writing (Second Canadian Edition).* Eds. Laurie G. Kirszner, Stephen R. Mandell, and Candace Fertile**

Novel: *The Absolutely True Diary of a Part-time Indian* or alternative  
 Dictionary recommended

## 7. Basis of Student Assessment

Students will be assigned a variety of work to help them achieve the learning outcomes for the course. Marks will be assigned according to this chart.

Area of Assessment	WEIGHT
Short Story Journal/responses	10%
Poetry Journal/Responses	5%
Short Story paragraph	10%
Short story essay	10%
Poetry Assignment	10%
Presentation on a Literary Term	15%
Drama Responses	20%
Novel Essay – Final In-class	20%

Total/Final Mark	100%
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## 8. Grading System

A+	90 - 100%	B+	77 - 79%	C+	65 - 69%		
A	85 - 89%	B	73 - 76%	C	60 - 64%		
A-	80 - 84%	B-	70 - 72%	D*	50 - 59%	IP **	Less than 50% .

\*\* *In progres*

## 9. Learning Support and Services to Promote Student Success

<p><b>ACADEMIC UPGRADING HELP CENTRE (CBA 109)</b></p> <p>Coursework support, reference and support materials, printer, quiet testing and study areas</p>
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Aboriginal Services (Education, Financial & Cultural),  
 Academic Advising  
 Assessment Testing  
 AudioVisual Services & Equipment  
 Bookstore  
 Cafeterias & Restaurants  
 Camosun College Student Society  
 Career Resource Centre  
 Center for Accessible Learning  
 Child Care  
 Computer Labs  
 Counselling (Career, Educational, Personal & Cultural)  
 Dental Clinic  
 Financial Aid & Awards  
 First Nations Student Association  
 Fitness & Recreation  
 Help Centres (tutoring in English, ESL, Math)  
 Housing Registry Online  
 Library  
 Lockers  
 Medical Coverage & Accident Insurance  
 Nexus Student Newspaper  
 Ombudsman  
 Personal Safety  
 Photocopying & Printshop  
 Sexual Health Clinic  
 Student Clubs  
 Student Navigators  
 Student Employment Services  
 Student ID/Library Cards/U-Pass Student Bus Pass  
 Wireless networking  
 Women's Centres

Camosun services are here to help you succeed in and out of the classroom. Our goal is to provide you with the best learning experience possible. This information is available in the Registrar's Office or the College web site at: <http://camosun.ca/services/>

## 10. College Policies

### STUDENT CONDUCT

The purpose of this policy is to provide clear expectations of appropriate academic and non-academic student conduct and to establish processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct.

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

### STUDENT GRADING POLICY

The purpose of this policy is to ensure that grading and promotion are consistent and fair. <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

### ACADEMIC PROGRESS POLICY

The purpose of this policy is to enhance a learner's likelihood of success and to encourage the learner to use College resources effectively.

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>