



**SCHOOL OF ACCESS
ENGLISH DEPARTMENT
ENGL 094-002
Provincial English Literature
2019W**

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 10:30-11:20AM; Wednesdays 4:30-5:20PM (please stop by!)
(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

- *Reading and Writing about Literature: A Portable Guide* (4th edition)
- A ticket to a live theatre performance or an appropriate substitute, such as a literary reading (tickets to *Bears* for January 30 will be available for \$10 from your instructor); see D2L for some good options
- Alice Munro's *My Best Stories* (please note that we will only be reading three of the stories; if you prefer, you can make photocopies for your personal use from the library copy, which will be on short-term loan)

One of the following novels (please do not purchase until we have set up the book groups):

Margaret Atwood's *The Handmaid's Tale* PS 8551 T9 H35 1999

David Chariandy's *Brother*

Cherie Dimaline's *The Marrow Thieves* PS 8607 I53 M37 2017

Neil Gaiman's *The Ocean at the End of the Lane*

Emily St. John Mandel's *Station Eleven* Paperbacks section (both campuses)

Richard Wagamese's *Indian Horse* PS 8595 A43 I64 2012

One of the following graphic non-fiction novels (as above, re. purchasing):

Alison Bechdel's *Fun Home*

Marjane Satrapi's *Persepolis*

Art Spiegelman's *Maus*

4. Course Content and Schedule

Class time & location: Wednesdays 6-8:50PM, Young Building, Room 300

RWL=Reading and Writing about Literature

Links to the online readings can be accessed from our class D2L page

Date	Topics	Readings, Assignments and Activities
January 9	Welcome and introduction: Why read literature? Online reading blog: Description and purpose Introduction to theatre and drama	Video: Neil Gaiman's "Make Good Art" https://www.youtube.com/watch?v=plWexCID-kA text: https://www.uarts.edu/neil-gaiman-keynote-address-2012 Kate Chopin's "The Story of an Hour" (RWL) Writing diagnostic exercise (45 minutes)
January 16	Theatrical conventions Writing about theatre and drama Writing a review	RWL Ch. 1 Introduction RWL Ch. 7, including Glaspell's <i>Trifles</i> (see D2L link for play) http://statetheatrecompany.com.au/content/uploads/2017/02/How-To-Write-a-Theatre-Review.pdf http://janislacouvee.com/arts/theater/
January 23	Classical, Medieval, and Renaissance drama	Euripides' <i>The Trojan Women</i> (selected excerpts) https://www.gutenberg.org/files/35171/35171-h/35171-h.htm Film clips from the 1971 adaptation Webster's <i>The Duchess of Malfi</i> (selected excerpts) https://www.gutenberg.org/files/2232/2232-h/2232-h.htm Online reading blog entry (January 25 at 5PM)
January 30	Class meets at the Belfry Theatre by 7:15 at the latest	<i>Bears</i> at 7:30 PM (play ends around 8:45) RWL Ch. 2 and Ch. 4 Karen Solie's "Bitumen" https://www.poetryfoundation.org/poetrymagazine/poems/58088/bitumen
February 6	Introduction to short fiction: plot, story, characters, setting, tone and atmosphere, imagery and figurative language American Gothic	Poe's "The Tell-Tale Heart" http://xroads.virginia.edu/~Hyper/POE/telltale.html Perkins Gilman's "The Yellow Wallpaper" (RWL 79-92) Jackson's "The Lottery" https://sites.middlebury.edu/individualandthesociety

		/files/2010/09/jackson_lottery.pdf Online reading blog entry (February 8 at 5PM)
February 13	Alice Munro: Canadian Gothic	<i>RWL</i> Ch. 5 Writing about Stories “Royal Beatings,” “The Progress of Love,” “Vandals” Short story test (open book; 8-8:45)
February 20	Reading Break	
February 27	The novel Preparing a presentation	<i>RWL</i> Ch. 3 The Writing Process Reading groups meet to discuss the work and divide research, analysis, and presentation tasks Online reading blog entry (March 1 at 5PM)
March 6	Introduction to poetry <ul style="list-style-type: none"> • Form and meter • Rhyme • Rhythm • Diction • Dramatic monologue • Sonnet • Villanelle • Free verse 	Novel reading groups confirm details for next week’s presentation (20 minutes) Shakespeare sonnets (<i>RWL</i> 105) Oswald’s “Wedding” (D2L) Browning’s “My Last Duchess” (<i>RWL</i> 64-65) Dickinson’s “Because I Could Not Stop . . .” (<i>RWL</i> 10) Bishop’s “One Art” (D2L) Eliot’s “The Love Song of J. Alfred Prufrock” (<i>RWL</i> 106-110) Online reading blog entry (March 8 at 5PM)
March 13	Drafting the literary analysis essay <ul style="list-style-type: none"> • Summary vs. analysis • Quoting and citing Confessional poetry Poetry, race, and politics	Presentations on the novel (10 minutes per group) <i>RWL</i> Ch. 8 Writing a Literature Research Paper Plath’s “Daddy” (D2L) CanLit Instagram poetry: Rupi Kaur and Atticus (D2L) Hoagland’s “The Change” and Rankine’s response https://www.poets.org/poetsorg/poem/change and https://www.poets.org/poetsorg/text/open-letter-dialogue-race-and-poetry Rankine’s <i>Citizen, I</i> (excerpt) https://www.poets.org/poetsorg/anthology/citizen-american-lyric-claudia-rankine https://www.youtube.com/watch?v=i-SNKU3T7iA

March 20	The graphic novel (and non-fiction) Drafting the essay <ul style="list-style-type: none"> • Organization and structure • Introduction and conclusion • MLA in-text citations and Works Cited page 	Sight poem analysis (open book; 6-7) Residential Schools, History and Legacy: Excerpts from David Alexander Robertson's <i>7 Generations</i> and Jeff Lemire/Gord Downie's <i>Secret Path</i> Videos: Harper's Apology; "The Stranger" https://www.youtube.com/watch?v=za2VzjkwTfc Lisa Jackson's "Savage" https://www.youtube.com/watch?v=ysQxpSb1MRo Online reading blog entry (March 22 at 5PM)
March 27	The graphic novel	Essay proposal (open book; 6-6:45) Works Cited (2 sources) due with proposal Reading groups' informal summaries and discussion (15 minutes per work)
April 3	Revising, editing, and proofreading Effective peer response	See D2L for readings on comma splices, sentence fragments, apostrophe usage, modifiers, etc. Peer review of a student literary analysis essay
April 10	Wrapping up: Final class Peer review of the essay	Self-assessment (written in class; 30 minutes) Small group peer review of essays (3 copies needed) Literary analysis submission (April 12 at 5PM)
April 13	Last day of term	All course work must be submitted by this date

Students who have not completed all of the assignments by April 13 will be assigned an interim grade of I (incomplete).

5. Basis of Student Assessment (Weighting)

(a) Assignments

Online reading blog (5 entries of 200-250 words and 5 responses to peers): 15%

Short story test: 10%

Drama review (500 words): 10% (due online **one week** after you attend the performance or event)

Group research project and presentation on the novel: 10%

Poetry sight poem analysis (500 words; in class): 10%

Literary analysis essay on the novel

Proposal and Works Cited page (2 sources): 5%

Draft and peer review: 5%

Final submission (1250-1500 words): 20%

Self-assessment of reading, writing, and research skills: 5%; April 10

(b) Other

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

Submitting assignments:

- Assignments completed at home, with the exception of the MLA Works Cited page, are to be submitted online by 5PM on the assigned due date through our class D2L site. I will review with you how to upload your assignments and access your feedback files.
- Assignments written in class must be completed on the appropriate date unless there are extenuating circumstances; please document illnesses or emergencies.

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 integrity in class and we will discuss how to select, integrate, and cite your sources. You are always welcome to check with me if you have questions.

Late and missing assignments:

- Unexcused late assignments will be penalized at the rate of 10% and will not be accepted after one week unless there are serious extenuating circumstances
- To complete the course, you must submit all of the assignments.

6. Grading System**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

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.

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



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.

8. Course Policies and Expectations

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

(a) What you can expect from me:

An inclusive and respectful learning environment that supports diverse needs:

- 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:

Active participation and assistance fostering a positive classroom climate for everyone:

- 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