Course Outline English 160 Online

ONLINE ENGLISH 160
Course Outline for Fall 2002

        Instructor: Barb LathamOffice: Paul 322
        Email: latham@camosun.bc.caPhone: 370-3345

 Looking for WEBCT sign in? http://webctbc.sfu.ca/webct/public/home.pl
        Welcome Page: http://online.bccourses.com
        Login http://webctbc.sfu.ca/webct/public/home.pl
        STUDENT SUPPORT number is 1-866-443-4447
        ONLINE SUPPORT address is help@online.bccourses.com
        Please keep this information somewhere off-line so you have it when
access
        to webct fails

  Fall 2002: Orientation Ewing 113 Wed 4:30 September 4th
  On-line Office Hours: Daily except Friday and Saturday
  My homepage: http://www.camosun.bc.ca/~latham

        Index
        Readings
        Week by WeekAssignmentsHandoutsFindley
        Novel Materials

        Assignment OverviewPreparationCourse DescriptionCourse Design
        Orientation to WebctBehaviors of a TOGTextsThings to Note

Texts
  Keating and Levy eds. Lives Through Literature 3rd ed.2000
  Findley,Timothy. The Piano Man's Daughter Toronto: HarperPerennial
edition
  To purchase a text from a distance call the Camosun College Bookstore
at
  1-250-370-3080.
Optional
  Hacker,Diana. A Canadian Writer's Reference, Revised 2nd ed. Canada:
  Nelson,2001.
  Online access to MLA Conventions at the University of Wisconsin:
  http://www.wisc.edu/writing/Handbook/DocMLA.html

Back to Index
Literary Resources: Print sources remain valuable in the library on
campus.
A. In the Reference section of the Campus Library
  Bell, Robert E. ed. Dictionary of Classical Myth BL 715 B44 (1982)
  Cruden,Alexander Cruden's Complete Concordance to the Old and New
Testament BS
  425 1930
  Henderson, Lesley Contemporary Novelists Ref PR 883 C64 (1991)
especially for
  Chinua Achebe.

Lecker,Robert,ed. Canadian Writers & Their Works Vol 1-10 Ref PS 8187
C36
   Especially see Lorraine York on Timothy Findley Vol 12

B. Selected WEB Sources on Authors in English 160
   See Webct under Research Links icon.

COURSE DESCRIPTION:
   Fiction (novels and short stories), poetry, and drama, engage the
student in
   literary criticism and analysis. The student will read selected works
in each
   genre and will learn to recognize and discuss, in WEBCT, authors'
meanings
   revealed through the elements of literature such as plot, character,
setting,
   point-of-view, narrative technique, imagery, and figurative language.
   Three general goals of this course are that you will gain insight into
human
   experience through literature, that you will increase your ability to
read
   serious literature independently with enjoyment, and that you will be
able to
   express your views about literature with facility.
LEARNING OBJECTIVES:
Students in English 160 are expected to develop the following abilities:
   In reading literature, students will be encouraged to make connections,
   consider meaning, make and support inferences, and evaluate.
   Instructors will select course materials and provide information that
will
   enable students to:
       Read a range of literature including various genres from different
       periods;
       Read literature by men and women from a variety of cultural and
social
       backgrounds;
       Recognize various literary forms, elements and techniques;
   In discussing literature, students will be given the opportunity to
develop
   and communicate responses and interpretations using varied methods and
   resources. Students will be expected to:
       Distinguish between literal and figurative meaning;
       Analyze themes;
       Use literary elements such as metaphor, irony, character, setting,
and
       plot;
       Be acquainted with one or more literary theories;
       Develop an informed critical response;
       Use appropriate language associated with analyzing fiction, poetry,
drama,
       and non-fiction.
   In writing about literature, students will be expected to explain,
support,

and illustrate points using relevant textual evidence as they complete the
  following tasks:
    An analysis using elements of literature such as plot, characterization,
    setting, figurative language, point of view, tone, and style;
    A comparison of pieces of literature;
    A bibliography using correct MLA documentation.
Back to Index
COURSE DESIGN:
  The course uses the thematic approach suggested by the text. The selections
  are grouped according to fundamental human relationships, such as parents and
  children, and brothers and sisters. This arrangement allows us to read and
  write about the works within a context. It encourages comparison of works. And
  it prompts us to relate our own lives and attitudes to those in the
  literature.
Your Time Management:
  On WEBct, we will use a lot of group activities. These structured group
  activities assume that everyone learns better when they participate in their
  own learning. This method is consistent with the assumption in the humanities
  that the "goal of reading stories or puzzling through large questions is not
  to arrive at agreement, but to deepen individual perception and to realize
  that we are part of a larger human community" (Rosen and Behrens 652).
  Your learning here depends on group work . Therefore both preparation and
  participation are HIGHLY VALUED. Without these you won't enjoy the course. Do
  thorough preparation for class weekly; and plan to participate in 100% of the
  prescribed on line activities.
    Online, you will be expected to think (not vote) and clarify (not compete)
Back to Index
ASSIGNMENTS: For a fuller description of each assignment see ASSIGNMENTS
  All assignments must be completed to receive a passing grade .
    AssignmentDescriptionWeightDue
    BBPostingSummary of Group Discussion15%Due Wed in Weeks 2 to 10
    BB PostingNovel Postings10%Due Week 12
    Revisits4 Solo Postings10%As Noted
    Mid term testOn Site 15%Due Week 6
    Essay #1Analysis (min 1200 words)15%Due Wed in Week 7
    Essay #2Comparison (min 1400 words)20%Due Wed Week 11
    Final ExamOn Site15%Due TBA in Week 15

EVALUATION:

Grades signify the depth of commitment to thinking and writing about a work of
literature, and your ability to use literary language and conventions.
RANGE/ CRITERIA
40%-0 F Incomplete or shows over dependence on someone else's work.
50% D Minimal analysis completed: information is provided but it is very
brief, superficial or merely a summary of plot
60%-69% C Satisfactory: interpretation and details exist. Grammar, syntax and
/or organization is problematic.
70%-84% B Good: Complete to thorough; Shows evidence of interpretation,
appropriate use of literary language and engagement. Syntax and structure
remain unpolished.
85%-100% A Superior: Developed interpretation, interesting use of literary
language. Shows evidence of extensive engagement and awareness of others'
work. Readable.

Back to Index
Other things to note: Dates,Deadlines and Missed Opportunities
Some significant dates are
Start of classes: September 3 2002
College Closed: Monday October 14 2002
Last Day to withdraw without academic penalty: Tuesday November 5 2002
College Closed: Monday November 11th
Last Day of Fall semester: December Friday 6th
On site Final Exam Date in December. Stay tuned: TBA (Arrangements can be
made for off-site final exam. Please be in touch.)
Problems with Deadlines and Completion of Assignments: please read the fine RED
print here.
NB: All, that means no exceptions, ALL assignments must be completed to receive
a grade for the course.
Requests for extensions of due dates must be made via WEBct email or by phone at
least 24 hours in advance of the due date. Extensions will usually not be
granted. Family tragedy or real medical emergencies are an exception. LATE
papers will lose marks at the rate of 1 point per day. No assignments will be
accepted later than 5 days after the due date. No assignments will be accepted
in "batches".
• A plagiarized paper will receive an F. The definition of plagiarism at the
college level is stricter than in some highschools. At College, you must
identify the source of paraphrased, summarized or quoted material: do not assume

that you can neglect identifying your source. Simply changing a few words in the
original statement, or altering the sentence structure does NOT make the idea or
passage your own.
• Incomplete (I) may be granted for the semester course work in unique
circumstances. • Assignments will not be accepted from students who fail to
participate in on online activities.

Arts and Science and English Department Alpha/Numeric equivalencies:
           A+ = 95-100B+ = 80-84C+ = 65-69
           A = 90-94 B = 75-79 C = 60-64
           A- = 85-89B- = 70-74 D = 50-59

BEHAVIORS IN A TASK ORIENTED GROUP
These behaviours keep the group going.
  LEADING BEHAVIOR: Helps lead the group by showing persistence in task-
directed
  activities. Initiates discussion, tries to keep the members on the "right
  track".
  REINFORCING BEHAVIOR: Is encouraging and supportive to group members;
  demonstrates openness and acceptance of other members' ideas; gives
  recognition for contribution; encourages participation from all group
members.

  INFORMATION/OPINION SEEKING/GIVING BEHAVIOR: Asks other members for
  information or elaboration in order to clarify their ideas. Offers data or
  elaboration to clarify her position related to the task.
  SUMMARIZING BEHAVIOR: Restates major point of view and content that have been
  discussed up until that point.
  CHECKING BEHAVIOUR: Ensures that each group member can explain why the group
  has arrived at its conclusion or interpretation or answer.
  CLOSURE BEHAVIOR: Reaches consensus on completion of task and makes plans for
  any further meetings.
  MEDIATING BEHAVIOR: Persuades members to constructively analyze differences of
  opinion; searches for common elements; attempts to alleviate disagreement; is
  willing to compromise one's ideas for the accomplishment of the group's task.
These behaviours stop the group's progress.
BLOCKING BEHAVIORS:
  ATTACKING BEHAVIOR: behavior which is perceived to be hostile or derogatory by
  other group members.

DOMINATING BEHAVIOR: One person takes power in a group which is not assigned
or delegated by the other group members or predetermined by outside authority
or status. The dominator tends to be the most frequent participant and often
interrupts others to make a point.
INTERFERING BEHAVIOR: Any behavior which distracts the group members from the
task at hand. These behaviors may be expressed pleasantly or unpleasantly.
WITHDRAWING BEHAVIOR: Whether motivated by anger, boredom or some other
emotion, a member stops participating in the group process in a way that is
obvious to the other members of the group.
BEING DEFENSIVE: Overreacting to another member's challenge of one's
statements.

Back to Index
Back to homepage