

**CAMOSUN COLLEGE**  
**School of Arts and Science**  
**English Department**

**ENGLISH 160: INTRODUCTION TO LITERATURE**

**(Section 06)**

**COURSE OUTLINE**

**Instructor:** Raj Mehta      **Telephone:** TBA      **E-mail:** TBA

**Office:** TBA    **Office Hours:** TBA

**Course Description**

This course, which is a discussion of fiction, poetry, and drama, introduces students to the study and analysis of literature. Students will be exposed to a diverse and challenging range of materials, and will be assigned a minimum of 3 essays. Finished assignments total 4000-5000 words.

**Pre-requisites**

English 150

**Course Particulars**

3 credits, 3 in-class hours/week, 14 weeks

**Core 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 literature in the genres of poetry, fiction, non-fiction, and drama from different periods;
- read literature by men and women from various cultural backgrounds;
- recognize 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;
- use literary terms such as metaphor, irony, character, setting, and plot;
- use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction
- analyze themes;
- be aware of a variety of literary theories;
- develop an informed critical response.

*In writing about literature, students will be expected to explain, support, and illustrate points in essays by*

- using a critical approach with appropriate language;
- comparing pieces of literature in English;
- documenting sources using current MLA bibliographic conventions

### **Required Text**

*The Harbrace Anthology of Literature (3<sup>rd</sup> Edition), Stott/Jones/Bowers  
Frankenstein, Mary Shelley*

### **Evaluation & Assignments**

Library Project	05%
Essay 1 (1000 words)	20%
Reading Response (2)	20%
Journals (2)	15%
Quizzes (2)	10%
Essay 2 (1500 words)	30%

### **Grading System**

A+	95-100
A	90-94
A-	85-89
B+	80-84
B	75-79
A-	70-74
C+	65-69
C	60-64
D	50-59
F	Below 50
INC	Incomplete

## Course Policy

### Attendance

- Coming to class late can be disruptive for both your teacher and fellow students, so you are expected to be on time for class. Regular and prompt attendance is expected.
- You should come to every class with the required text and be prepared to contribute to class discussion.

### Assignments

- Material covered in class and the assignments you submit are intended to provide a foundation for further work. It is very important that you keep abreast of your work. Students experiencing difficulty with course material should make an appointment to see me so they feel adequately prepared to attend the next class. Assignments are due according to the times specified. If a student does not have prior permission from me, late work will not be accepted and will receive a grade of 0 (zero). Only if a student is conscientious, has done preliminary work for an assignment and has legitimate reasons for seeking an extension, will excused late work be accepted.
- All papers should be typed, double-spaced, in 12-point type, and should follow documentation standards. Specific grading criteria for assignments will be provided in class.
- Do not e-mail assignments.
- Please keep a copy of all work - including material you hand in - until final marks have been posted.

### Student Disabilities

- I would like to hear from students who have a disability that may require some modification in my teaching so that arrangements may be made to make them feel more at ease in class.

### Academic Honesty

Sincerity and honesty in your writing is something I value. Writing is laborious and time-consuming - it demands hard work. If ever you feel stuck or unable to work with an assignment, arrange to see me. I am here to help and guide you through the reading and writing exercises.

-Please note that I develop a sense for the style and syntax of your writing, and that it is relatively clear when a written submission is not representative of your work. I use several writing exercises to develop a profile of each student's writing abilities. I have a particular concern with the use of Internet sources. By all means use the Internet for research, but make sure you evaluate the sources and use correct Internet citation standards. Keep in mind that I routinely check essays with Internet searches. There are now several services available to educators (for example, **[www.plagiarism.org](http://www.plagiarism.org)**) that aid in matching essays against the paper mills that exist on the net.

Please note the various forms of plagiarism:

1. Plagiarism includes the literal repetition without acknowledgement of the writings of another author. All significant words, phrases, clauses, or passages in a student's paper that have been taken directly from source material must be acknowledged.
2. Plagiarism includes borrowing without acknowledgement another writer's general plan, outline, or structure of argument in the creation of one's own organization.
3. To paraphrase the thoughts of another writer - even if not taken literally word for word - without acknowledgement of the source is plagiarism. Plagiarism includes borrowing another's ideas and representing them as one's own.
4. Plagiarism includes allowing any other person or organization to prepare the paper and submitting it as one's own work.

Plagiarism is a serious offense. All offences will result in a failing grade for the course.

## Tentative Syllabus

English 160: Introduction to Literature

### The Novel

#### Week 1: Introduction to the Novel

Mary Shelley, *Frankenstein*

#### Week 2: The Novel (Con't)

*Frankenstein*

LIBRARY PROJECT DUE

#### Week 3: The Novel (Con't)

*Frankenstein*

QUIZ 1

### The Short Story

#### Week 4: Plot & Conflict

Atwood, "The Resplendent Quetzal"

King, "Borders"

READING RESPONSE 1 DUE

#### Week 5: Characterization

Joyce, "Araby"

Hawthorne, "Rappaccini's Daughter"

#### Week 6: Setting

Ross, "The Lamp at Noon"

Poe, "The Fall of the House of Usher"

ESSAY 1 DUE

#### Week 7: Point of View

Hemingway, "A Clean, Well-Lighted Place"

Chopin, "The Story of an Hour"

JOURNAL 1 DUE

#### Week 8: Symbolism & Irony

Laurence, "The Loons"

Mansfield, "Bliss"

### Poetry

#### Week 9: Tone & Speaker

Blake, "London"

Rich, "Aunt Jennifer's Tigers"

Wordsworth, "She Dwelt among the Untrodden Ways"

Plath, "Mirror"

QUIZ 2

#### Week 10: Situation & Setting

Donne, "The Flea"

Milton, "On the Late Massacre in Piedmont"

Arnold, "Dover Beach"

Gray, "Elegy Written in a Country Churchyard"

READING RESPONSE 2 DUE

#### Week 11: Language

Roethke, "My Papa's Waltz"

Blake, "The Sick Rose"

Larkin, "Church Going"

Shakespeare, Sonnet 130 ["My mistress' eyes are nothing like the sun"]

Thomas, "Do Not Go Gentle into That Good Night"

JOURNAL 2 DUE

### Drama

#### Week 12: Introduction to Drama

Oscar Wilde, *The Importance of Being Earnest*

#### Week 13: Drama (Con't)

*The Importance of Being Earnest*

#### Week 14: (Drama (Con't)

*The Importance of Being Earnest*

ESSAY 2 DUE