

# CAMOSUN COLLEGE - COURSE OUTLINE

Engl. 160, Section 15 & 16

JANUARY - APRIL 2003

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## Required Texts

O'Brien, Tim: *The Things They Carried*

Finnbogason, Jack, and Al Valleau. *The Nelson Introduction to Literature*. Scarborough: Nelson Thomson Learning, 2000.

A good dictionary is a necessity.

## Course Objectives

**Calendar Description:** English 160 (3.0) Introduction to Literature

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. Prerequisite: ENGL 150.

## CORE LEARNING OBJECTIVES FOR ENGLISH 160

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 strategies 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.

## Assignments, Exam, and Grades

Non-Fiction essay	20%	Peer edit (15%) Final draft	January 23 January 28
Poetry Presentations	10%	In class	February 20/25
Poetry exam	15%	In class	February 27
Fiction essay	20%	Peer edit (15%) Final draft	March 26 March 28
Final exam	25%		TBA *
Participation, in-class work, & attendance	10%		Ongoing

**The college will schedule the final examination some time between April 14 and 25 (inclusive). You should wait until after the college posts the examination schedule to make travel or other plans that might interfere with this or any final examination, as exam dates are not negotiable.**

### Grading System

Exceptional:	A+ (95-100)		
Excellent	A (90-94)	A- (85-89)	B+ (80-84)
Good	B (75-79)	B- (70-74)	
Competent	C+ (65-69)		
Sufficient level of achievement to proceed with next level	C (60-64)		
Minimum to achieve credit (Worth rewriting)	D (50-59)		
Failing. Minimum not achieved	F (0-49)		

## NOTES

### Participation

Your final grade includes a grade for in-class work, participation, and attendance. If you miss a class, you will lose 1 mark out of the possible 10 for attendance. You may also lose participation marks for the work done that day.

It is imperative that you prepare for a literature class by carefully and completely reading and annotating all assigned work before class. If you do not do so, you cannot effectively participate in discussion, and you place an unfair burden on your peers. In order to facilitate effective work in the classroom, **I may ask students who have not properly prepared for class to sit out of discussions in order to do the reading. In that event, the student will be docked participation marks.**

I will give **occasional spot quizzes** on assigned readings. Marks for these quizzes will also contribute to the participation mark. Students will not have the opportunity to make up these quizzes if they miss class.

### Peer Editing

Learning to edit is crucial to learning to write well. Therefore, participation in peer edit sessions is required. If you fail to come to a peer edit session or come with no draft or with an incomplete draft, you will lose 10% from the final grade for that assignment (See "Assignments, Exams, and Grades," page 2). In the event that you miss a peer edit session or fail to come with your draft prepared, I urge you to find someone to give you feedback outside of class. **That feedback, however, does not restore the lost marks.** In short, you are required to attend the peer edit sessions and to be prepared for them. If you fail to do either, a penalty of 10% will apply to your paper.

### Submission of Assignments

Your peer edit must be submitted with your finished essay. Missing Peer Response Sheets will result in a 10% deduction from a marked essay.

### Late assignments

1. Assignments are due at the beginning of class.
2. Late assignments will be penalized as follows:
  - a) They will not be accepted after the class set of essays has been graded and returned, so papers handed in at that point will receive 0.
  - b) Late assignments received prior to the return of graded papers will be docked 10%.
3. The papers described in #2 above will receive a grade only. They will not receive detailed marking or comments.

### Missed assignments

**Major assignments are mandatory. Students who fail to complete one or more of these assignments cannot pass the course.**

### Missed classes

You are responsible for information given in class. If you miss a class, it is up to you to inform yourself about what was covered that day. Absence is not an acceptable excuse for failing to meet deadlines or for failing to prepare for subsequent classes.

Make sure that you have a "buddy" in the class whom you can ask for information in the event that you are forced to miss a class. While I am more than happy to answer specific questions in order to provide you with help and support, I will not re-teach a class for an individual who missed it.

**Essay format**

- Word-process assignments on 8 1/2 X 11" white paper.
- Double space.
- Write on one side of the paper only.
- Margins: About one and one half inch on top and left, one inch on bottom and right.
- Paginate in Arabic numerals (1, 2, 3...) in upper right hand corner.
- In the interest of preserving trees, do not include a title page. Instead, on page 1, write the following in the top, left hand corner (See example below):
  1. Your name
  2. Name of the assignment
  3. Name of course, Section number
  4. Date of submission
  5. Instructor: Name
- Leave about six spaces before the title of the essay. Centre the title. Do not underline it or put quotation marks around it. See the example below.
- Fasten pages with a paper clip or staple.

Cass Lowin  
Review Essay  
English 160, Section 10  
January 29, 2002  
Instructor: Norma DePledge

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Common Ground

Begin the essay here. You may either indent your paragraphs or leave additional space between paragraphs to signal paragraph breaks. Do not do both.

**Correct formatting demonstrates respect for your own work and for the conventions of the discipline. Failure to format correctly will result in the loss of progressively more marks as the term progresses.**