

English 160



ONLINE ENGLISH 160 Course Outline Winter 2003

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Winter 2003: Orientation Ewing 110 Wednesday 4:30 January 8th
2003

On campus office hours: Mon/Wed only from 9:00 to 9:45.

On-line Office Hours: Daily except Friday and Saturday

My homepage: <http://www.camosun.bc.ca/~latham>

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Texts

- [Keating and Levy eds. Lives Through Literature 3rd ed.2000](#)
- Findley, Timothy. *The Piano Man's Daughter* Toronto: HarperPerennial edition. It is useful for everyone in the class to have the same text; otherwise, you are responsible for figuring out the appropriate page numbers.

Optional

- Hacker, Diana. *A Canadian Writer's Reference*, Revised 2nd ed. Canada: Nelson, 2001. You are expected to use MLA conventions of citing, quoting and Works Cited.
- Online access to MLA Conventions at the University of Wisconsin: <http://www.wisc.edu/writing/Handbook/DocMLA.html>



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Literary Resources: Print sources remain valuable in the library on campus.

A. In the Reference section of the Campus Library, are useful sources. Do remember that print sources like articles in Journals still far outweigh web-based sources of research. For example, the biographies of Margaret Atwood are not available on the web.

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) 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.

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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.

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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.

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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)

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ASSIGNMENTS: For a fuller description of each assignment see [ASSIGNMENTS](#)

All assignments must be completed to receive a passing grade .

Assignment	Description	Weight	Due
BBPosting	Summary of Group Discussion	15	Due Wed in Weeks 2 to 10
BB Posting	Novel Postings	10	Due Week 12
Revisits	2 Solo Postings	5	As Noted
Mid term test	On Site	15	Due Week 6
Essay #1	Analysis (min 1200 words)	15	Due Wed in Week 7
Essay #2	Comparison (min 1400 words)	20	Due Wed Week 12
Final Exam	In class essay at the college	20	April TBA

Total		100	
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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: some interpretation and evidence exists but the tendency is to summarize plot. Neglects research. Uses speculation. Grammar, syntax and /or organization is problematic.

70%-84% **B** Good: Shows cohesive interpretation and evidence, appropriate use of literary language. Alludes to research. Avoids speculation and personal narratives.

85%-100% **A** Superior: Developed and original interpretation, good use of literary language and research. Shows evidence of engagement and awareness of others' work. Readable.

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Other things to note: Dates, Deadlines and Missed Opportunities

Some significant dates are

- Start of classes: January 8 2003
- Last Day to withdraw without academic penalty: Tuesday March xx 2003
- College Closed: Friday February 14 2003
- Last Day of semester: April xx 2003
- On site Final Exam Date in April. 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.

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Arts and Science and English Department Alpha/Numeric equivalencies:

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

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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.

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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.