

English 160
Sections 01
Introduction to Literature
Summer 2003

Instructor: Thom Bland
Office: Paul 335 Phone: 370-3359 (Messages-24 hours)
Class Times: Tuesday and Thursday 1:00 to 3:50 in F306
Office hours: Tuesday 11:30 to 1:00 Thursday 11:30 to 1:00 or by appointment
Email: bland@camosun.bc.ca

Electronic Version of Outline and other links:

<http://deserv1.camosun.bc.ca:8950/webct/public/home.pl>

Texts: *The Norton Introduction to Literature*, Beaty et al, eds. Eighth Edition, W. W. Norton and Company

Bowering, Marilyn, *To All Appearance a Lady*

Optional: Some sort of MLA style guide such as *College Style Sheet*, or *Prentice Hall Canada Reference Guide to Grammar and Usage: Brief Edition*

Calendar Description:

A study of fiction (novels and short stories), poetry, and drama, introduces the student to literary criticism and analysis. The student will read selected works in each genre and will learn to recognize and discuss, orally and in writing, the elements of literature such as plot, theme, characterization, setting, point-of-view, and narrative technique.

Course Objectives: Students in English 160 are encouraged to do the following:

- 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, 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 expected to

- develop and communicate responses and interpretations
- distinguish between literal and figurative meaning;
- use literary terms such as metaphor, irony, character, setting, and plot;
- use vocabulary associated with analyzing fiction, poetry, and drama;
- analyze themes;
- develop an informed critical response.

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

- using appropriate language;
- comparing pieces of literature in English;
- documenting sources using current MLA bibliographic style

For the last point, see <http://webster.comnet.edu/mla.htm> This is a wonderful guide to MLA style.

Evaluation: There will be six assignments.

Poetry Exam	July 17	20
Drama Exam	July 29	20
Short Story Exam	Aug. 7	20
Novel Exam	Aug. 19	20
Essay 1	July 24	25
Essay 2	Aug 21 (before 11AM)	25
Participation (See attendance comment)		20
ALL WORK MUST BE COMPLETED TO ACHIEVE A PASSING GRADE		
Total 150		

Due Dates:

Essays are due on the dates specified. **10%** will be deducted for **EACH** the first **TWO** days a paper is late--for a total of **20%**. After this period, the work will not be accepted.

Essay Format:

Submit essays double-spaced, typed, and please do not put them in folders; corner stapling is all that is required. Type on only one side of the paper. Use the **MLA style** described in the College Style Sheet or see <http://webster.comnet.edu/mla.htm>

All essays should have a works cited page. **All essays should be in formal, academic tone. If you don't know what this means, see me.**

Attendance:

It is impossible to pass this course without at least 80% attendance. Your attendance level has a direct influence on your participation grade.

Evaluation Guide

As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

F Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

D Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.

C Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

C+ Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

B Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Ideas are well supported.

A The kind of work that might be expected at the next level up. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

Camosun College's Percentages and Letter Grade Equivalents:

A+	95 - 100	B-	70 - 74
A	90 - 94	C+	65 - 69
A-	85 - 89	C	60 - 64
B+	80 - 84	D	50 - 59
B	75 - 79	F	0 - 49

Plagiarism: Plagiarism is putting someone else's PROSE OR IDEAS into your writing and not saying where you got them. You thereby imply that the other person's work is your own. This is serious and will be dealt with accordingly. If you do not understand my definition please see me. You will be asked to sign a document clarifying that you understand what plagiarism can mean to your academic career.

My Philosophy: your academic well being is one of my responsibilities. If you have ANY academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can.

Participation: You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments OUTSIDE of class as an indication of your participation. Your attendance, as mentioned above, has a direct influence on your participation grade.

Exams: The course is divided by genre, and each of these will have a short exam attached. All of the dates for these exams are specified above. Each one may include short essays, recognition and short answer questions.

Tentative Reading List

Works will not necessarily be read in the order presented here, but you may assume that the following list **approximates** the order. **Read ahead.** Other works not listed may be brought into class.

Poetry (Weeks 1 to 3)

Blake, "The Sick Rose," 976

1. Jarrel, "Death of the Ball Turret Gunner," 967
2. Williams, "The Red Wheelbarrow," 936
3. Blake, "The Lamb" 1132 and "The Tyger," 1250
4. Keats, "To Autumn," 1098
5. Marvell, "To His Coy Mistress," 900

Drama (Weeks 3 to 4)

Sophocles "Antigone" 2012

Short Story (Weeks 4 to 5)

Chopin, "The Story of an Hour," 470

1. Lawrence, "The Odour of Chrysanthemums" 345
2. Poe, "The Cask of Amontillado," 70
3. Munro, "Boys and Girls" 452
4. Ha Jin, "In Broad Daylight" 782

6. Donne, "The Flea" 889
7. Owen, "Dulce et Decorum Est" 1178
8. Shakespeare, "Like as..." 1000
9. Thomas, "Do not go gentle into that good night," 1060
10. Hopkins, "Spring and Fall: To a Young Child," 1001
11. Browning, "My Last Duchess" 1185
12. Browning, "Porphyria's Lover" 904
13. Auden, "Musee des Beaux Arts" 1078
14. Lee, "Persimmons" 847
15. Percy, "Barbie Doll" 833
16. Olds, "Sex without Love" 934

5. Joyce, "Araby" 462
6. Mansfield, "Her First Ball" 720
7. Faulkner, "A Rose for Emily," 531
8. O'Connor, "A Good Man is Hard to Find," 390
9. Gilman, "The Yellow Wallpaper," 673

Novel (Weeks 5 to 8) Bowering, Marilyn, *To All Appearance a Lady*

