

English 160-03 Summer 2003
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English 160 is a study of fiction (the short story and the novel), poetry, and drama.

Texts:

Literature: Reading, Reacting, Writing first Canadian edition

Love Medicine by Louise Erdrich, revised edition

a good dictionary (recommended: *The Canadian Oxford Dictionary*)

suggested: a handbook such as *A Canadian Writer's Reference* by Diana Hacker

Requirements:

20% short story essay (1000-1250 words; due July 21 at beginning of class)

15% in-class essay on *Hamlet* (minimum 700 words; July 30)

5% reading quiz on *Love Medicine* (August 13 at beginning of class)

25% poetry essay (1000-1250 words; due August 18 at beginning of class)

35% final examination (includes an essay; three hours; August 20 or 21)

Evaluation Guide:

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

Expectations:

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Anyone missing 25% or more of the classes will be given a failing grade. Please note that it is impossible to pass this course without completing all the assigned written work, and work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format: for example, double-space, use 1" margins on all sides, use an ordinary font with at least a 12 pitch size, staple the pages together, number the pages in the top right-hand corner, and do not use a folder or cover. Put your title, your name, the class and section (2), the date, and my name on the title page. And keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be treated as a plagiarized paper.

IMPORTANT: You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. (Or write in the margins of your book, if you choose.) Look up unfamiliar words or words that do not make sense to you in the context. You cannot possibly understand and appreciate a work of literature if you don't understand the words.

Quotations: Evidence in the form of quotations must be given and must be properly formatted. If the parenthetical reference comes at the end of your sentence, the period is after the page reference. Quotations must fit grammatically into your sentence. Use square brackets for minimal changes. Use the ellipsis sparingly to show that something has been left out. You should use at least as many words as are in the quotation to explain it, and you must introduce the quotation. Don't just plunk it into your paragraph. Prose quotations of more than four lines must be formatted using indented or block quotations. Continue to double-space, and include quotation marks only if the original text has them. Put the period before the parenthetical citation. For prose quotations, use the page number. For poetry quotations, use the line number. For plays written in poetry (Shakespeare's, for example), use the act, scene, and line number. For prose plays, use the page number. **NOTE: ANY ESSAY LACKING QUOTATIONS FROM THE PRIMARY LITERATURE WILL FAIL AUTOMATICALLY** (excludes essays in-class and on final examination).

Schedule (subject to change)

The number after the title refers to the first page of the selection in *Literature: Reading, Writing, Reacting*. Students may find the accompanying explanatory material in the text helpful.

July 2 Introduction

July 7 Short Story

Chapters 1 and 2

Thien "Simple Recipes" (42)

Jackson "The Lottery" (284)

Chopin "The Story of an Hour" (74)

Findley "Stones" (109)

July 9

Faulkner "A Rose for Emily" (84)

Updike "A&P" (98)

Joyce "Araby" (234)

King "Borders" (186)

July 14

Poe "The Cask of Amontillado" (195)

Atwood "The Resplendant Quetzal" (301)

Laurence "The Loons" (217)

MacLeod "The Boat" (444)

July 16 Drama

MacLeod *The Shape of a Girl* (1253)Shakespeare *Hamlet* Act One (985)July 21-23 *Hamlet* (985)

July 28 in-class essay on *Hamlet*; students are allowed to bring their text, a dictionary, and hand-written notes.

July 30 Poetry

Hughes "Theme for English B" (790)

Shakespeare [That time of year] (507)

Auden [Stop all the clocks] (529)

Marvell "To His Coy Mistress" (663)

Owen "Dulce et Decorum Est" (641)

Browning "My Last Duchess" (568)

Dickinson [Because I could not stop for Death] (679)

Donne [Death be not proud] (771)

Wayman "Did I Miss Anything?" (832)

Bradstreet "The Author to Her Book" (766)

August 6

Pound "In a Station of the Metro" (633)

Williams "The Red Wheelbarrow" (632)

Keats "When I Have Fears" (795)

Brooks "First Fight. Then Fiddle" (706)

Wordsworth "I Wandered Lonely as a Cloud" (837)

Auden "Musee des Beaux Arts" (756)

Bishop "Sestina" (709)

Shakespeare "My Mistress' Eyes" (526)

Roethke "My Papa's Waltz" (516)

Nichol "Blues" (730)

August 11

Lau "My Tragic Opera" (799)

Robinson "Richard Cory" (817)

Dumont "The Devil's Language" (594)

Halfe "My Ledders" (618)

Purdy "Lament for the Dorsets" (659)

Donne "A Valediction Forbidding Mourning" (654)

Rich "Aunt Jennifer's Tigers" (681)

Nowlan "The Bull Moose" (752)

August 13-18 *Love Medicine* (reading quiz at beginning of class on August 13)

August 20 or 21 Final Examination (No books allowed)

The final examination covers the entire course, and it will be based on what we discuss in class. The best way to prepare for the final exam is to do the readings, attend class, make notes, and review your notes as you go along. The final exam will include an essay (if you examine the schedule, you will see that the novel does not have an essay assignment, so it is likely you will have to write on the novel in the examination). You will have a choice of topics, and I often ask comparison-contrast questions; consequently, in the essay, you may be asked to write on more than one piece of literature. The rest of the exam could include short answer questions, the identification of quotations (last name of author and title) and the writing of a paragraph to explain the quotation's significance, and a short essay in which you explicate a poem. Your grade in all cases will depend both on the content and the clarity of your answer. If you attend all the classes and do all the readings, you should not be surprised by any of the questions on the exam. Quotations, for example, will be chosen from important passages (ones we talk about in class).

First Essay

Due: July 21 at the beginning of class

Length: 1000-1250 words (put word count at end of essay)

Choose one of the following topics and write a clearly organized essay in which you use quotations from the story to back up your argument. Include a Works Cited at the end of the essay. You need not use a whole separate page for the Works Cited. If you use secondary sources, make sure you find a balance in the sources (for example, do not rely on only one critic's opinion).

1. Explain the significance of symbols in "Stones" or "The Resplendant Quetzal."
2. Compare and contrast the topic of racism in "Borders" and "The Loons."
3. Compare and contrast the topic of fathers in "The Boat" and "Stones."
4. Analyze the character of Sammy in "A&P" or Montresor in "The Cask of Amontillado."
5. Compare and contrast the topic of love in "The Story of an Hour" and "A Rose for Emily."
6. Analyze the setting of "Araby."
7. It is possible to devise your own topic, but you must have it approved by me by July 16. Do not submit an essay on an unapproved topic.

Second Essay

Due: August 18 at the beginning of class

Length: 1000-1250 words (put word count at end of essay)

Your task for this essay is to choose one of the following poems and write an analysis of it. You need to explain the theme(s) of the poem by showing how specific techniques contribute to the development of the theme(s). Your essay will likely be more successful if you choose one main theme or two, along with one to four main techniques. Some suggested techniques include the following: symbol, metaphor, simile, personification, metonymy, synecdoche, allusion, sound techniques (rhyme, rhythm, alliteration, consonance, assonance, onomatopoeia), form (sonnet, sestina, villanelle, free verse). It is possible to write the essay on one technique, for example, the use of symbolism in a particular poem. It is probably wise not to choose several techniques; the essay will be stronger if you explain a few techniques in depth than if you try to cover everything.

Crozier "Poem about Nothing" (507)
 Lane "Fathers and Sons" (515)
 Brand "Blues Spiritual for Mammy Prater" (518)
 Ondaatje "Letters & Other Worlds" (521)
 Murikitan "Suicide Note" (572)
 Housman "To an Athlete Dying Young" (625)
 Atwood "Death of a Young Son by Drowning" (646)
 Roberts "The Winter Fields" (704)
 Dove "The Satisfaction Coal Company" (772)
 Lampman "The City of the End of Things" (795)
 Larkin "Aubade" (797)
 Page "The Stenographers" (810)
 Ruffo "Creating a Country" (817)
 Wallace "A Simple Poem for Virginia Woolf" (829)

Or you may choose one of the following pairs of poems and compare and contrast them.

Lowell "Patterns" (577) and Lovelace "To Lucasta Going to the Wars" (668)
 Marlowe "The Passionate Shepherd to His Love" (524) and Raleigh "The Nymph's Reply" (525)
 Thomas "Do Not Go Gentle into That Good Night" (517) and Meredith "In Memory of Donald A. Stauffer" (711)

Or you may devise your own topic, but you must submit it to me for approval no later than August 13. Do not hand in an essay on an unapproved topic.

Intended Learning Outcomes

(If any changes are made to this part, changes must also be made on the Course Outline)

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 to enable students to:

- a. Analyze literature in the genres of poetry, fiction, non-fiction, and drama from different periods.
- b. Analyze literature by men and women from various cultural backgrounds.
- c. Identify 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:

- a. Distinguish between literal and figurative meaning.
- b. Use literary terms such as metaphor, irony, character, setting, and plot.
- c. Use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction.
- d. Analyze themes.
- e. Identify a variety of literary theories.
- f. Develop an informed critical response.

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

- a. Using a critical approach with appropriate language.
- b. Comparing pieces of literature in English.
- c. Documenting sources using current MLA bibliographic conventions.