

Course Outline English 160 Online

ONLINE ENGLISH 160 D01

Winter 2004

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Looking for WEBCT sign in? <http://webctbc.sfu.ca/webct/public/home.pl>

Welcome Page: <http://online.bccourses.com>

Login <http://webctbc.sfu.ca/webct/public/home.pl>

STUDENT SUPPORT number is 1-866-443-4447

ONLINE SUPPORT address is help@online.bccourses.com or

helpdesk@bccampus.ca

Please keep this information off-line so you have it when access to webct fails

Winter! Orientation Ewing 100 Tuesday 5:00-7:00 January 6th 2004

On campus office hours: Mon/Wed only from 10:30 to 1:00

On-line Office Hours: Daily except Friday and Saturday

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

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Week by Week Assignments Handouts Findley Materials

Assignment Overview Preparation Course Description Course Design

Orientation to Webct Behaviors of a TOG Texts Plagiarism

Texts

Keating and Levy eds. Lives Through Literature 3rd ed. 2000

Student website to accompany text:

<http://cwx.prenhall.com/bookbind/pubbooks/keating/>

Findley, Timothy. The Piano Man's Daughter Toronto: Harper Perennial 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.

An up-to-date English Handbook from English 150. You ARE REQUIRED to use MLA

conventions of citing, quoting and Works Cited. Innumerable sites offer

online access to MLA Conventions, but you must remember to use them! EG. 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.

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;

- Identify 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:

- 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.

Approved EDCO May 03 2003

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COURSE DESIGN:

The course uses the thematic approach suggested by the text. The selections are grouped according to 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
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BB Posting	Summary of Group Discussion	15	Due Tues in Weeks 2 to 10
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BB Posting	Novel Postings	10	Due Week 12
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Revisits	2 Solo Postings	5	As Noted
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Mid term test	On Campus	15	Tuesday Week 6
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Essay #1	Analysis (min 1200 words)	15	Due Tues in Week 7
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Essay #2	Comparison (min 1400 words)	20	Due Tues Week 12
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Final Exam	In class essay at the college	20	Dec TBA
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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.

PLAGIARISM

Please read this information defining plagiarism, and your responsibility.

Plagiarism is an academic offense

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Other things to note: Dates, Deadlines and Missed Opportunities

Some significant dates are

Start of classes: Tuesday Jan 6 2004

Last Day to withdraw without academic penalty: Monday March 8 2004

College Closed: Friday Feb 13 2004

Last Day of semester: April 8th 2004

On site Final Exam Date in April: TBA

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.

WEEK BY WEEK THROUGH ENGLISH 160

14 WEEKS: READINGS WEEK BY WEEK

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Week 1Week 2Week 3Week 4Week 5Week 6Week 7

Week 8Week 9Week 10Week 11Week 12Week 13Week 14

Final Exam

WEEK ONE: On Campus Orientation (Tuesday January 6th)

PLACE & TIME: Tuesday Ewing Bldg Basement Room 100 5:00-7:00

Get to know Webct, your classmates, course materials and my approach to online English 160. Use Hall's "My Son, My Executioner". Form a group. Understand evaluation system.

HOMEWORK: TO BE SENT TO ME VIA WEBCT EMAIL before Tuesday, January 13th.

A

LETTER: Write a 350 word letter to me describing your experience with literature, and also with computers. Are you a reader? What are your expectations of this course? What computer issues will you need help with? Are you on campus for some courses and using this course for flexibility? If you have questions about some aspect of the course please ask them now.

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WEEK TWO: PARENTS AND CHILDREN (To be posted on or before Tuesday Jan 13th)

Read Week Two Webct file "Introduction"

1. Wayson Choy "Jade Peony" (See Handouts)
2. Doris Lessing "Through The Tunnel" (Text 43)

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WEEK THREE: PARENTS AND CHILDREN (To be posted Tuesday Jan 20th)

Read Week Three Webct file "Introduction" and listen to 10 minute audio file

Group One Lorde "Now That I Am Forever With Child" (92)

Plath "Metaphors" (91)

Group Two Wilbur "The Writer" (Handouts)

Reid "Daedalus" (97) and the Daedalus/Icarus myth (12)

Group Three Livesay's "Three Emily's" (Handouts)

Cisneros "His Story" (106)

Read : Keating and Levy "Reading and Analyzing Poetry" (1207)

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WEEK FOUR: Brothers and Sisters (To be posted Tuesday January 27)

Read Week Four Webct file "Introduction"

Coover "The Brother" (246) and Genesis 6,7,8 (The Flood)

Walker "Everyday Use" (71)

Wolff "The Rich Brother" (233) and "The Story of Cain and Abel" (194)

Read: Keating & Levy "Reading and Analyzing Fiction " (1193)

WEEK FIVE: (To be posted Tuesday February 3rd)

Read WEBCT Reminders from Week Four

Read WEBCT Introduction Week Five

Sophocles "Oedipus The King" (1153)

See also <http://vccslitonline.cc.va.us/oedipusthewreck>

Reference: Keating and Levy "Reading and Analyzing Drama" (1221).

WEEK SIX: MIDTERM TEST (Feb 10th)

Midterm test on campus Tuesday Feb 10th from 5:30-7:00 ROOM Fisher # 206

WEEK SEVEN: Love (February 17th)

ESSAY #1 DUE ON Tuesday

Poems

Group 1: Millay "Love is not all" (handouts)

Shakespeare "Let me not to the marriage of true minds"

Group 2: Shakespeare "Let me not to the marriage of..." (handouts) and Barrett Browning's "How do I love thee? Let me count the ways" (434)

Group 3: Ted Hughes "Lovesong" (457) and Olds "Sex without Love"(handouts)

Group 4: Rukeyser "Waiting for Icarus" (448) and Bishop "One Art" (445). See also the article by Brett C.Millier.

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WEEK EIGHT: Wives and Husbands (Feb 24th)

Read WEBCT Introduction Week Eight

Listen to audio file discussion

Achebe "Marriage is a Private Affair" (60) & Achebe biography (handouts) et al Woolf "The Legacy" (581) & "Shakespeare's Sister" (227). Also, biography on line, and Feminist Critical Perspectives (handouts)

Catherine Mansfield "A Dill Pickle" (426) and web sources.

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WEEK NINE: Teaching and Learning (March 2)

Carver "Cathedral" (921) & Interview with Carver (online)

Bambara "The Lesson" (903) or Laurence "The Loons" (handouts) & Sociological Critical Perspective (handouts)

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WEEK TEN: People Alone (March 9)

Group 1: Heaney "Midterm Break" (282) and Dickinson "After great pain, a formal feeling comes"(1150) & Dr. Kubler-Ross (see Death and Dying on the web)

Group 2: Auden "Musee des Beaux Art"(939) and Atwood "Death of a Young Son by Drowning" (Handouts)

Group 3: Whitman "Of the Terrible Doubt of Appearances" (1151) and Neruda "In the end there is nobody"(1145)

Group 4: Neruda "In the end there is nobody" (1145) and Ginsberg "My Sad Self" (1142).

WEEK ELEVEN: THE NOVEL (March 16) Timothy Findley's The Piano Man's Daughter

Read Webct Introduction Week Eleven

Listen to the 3 audio files

Post PMD Family Tree

Internal Structures in the Novel: Family Tree
WEEK TWELVE: The Novel (March 23)
COMPARISON ESSAY DUE ON Tuesday
 Read Webct Introduction Week Eleven
 External structures in PMD
WEEK THIRTEEN: The Novel (March 30)
KEY PASSAGE POSTING DUE on Tuesday
 Read all the solo Key Passage presentations
 Post your "key passage" presentation.
*WEEK FOURTEEN: The Novel (April 5)
NOVEL THEME POSTING DUE on Tuesday
 Listen to audio file "Writing About Theme" (A Discussion)
 Read Using other sources
 Read Findley's "Remembrance"
 Post your essay on theme
FINAL EXAM (On-Site Exam Tuesday April TBA)