

**English 160 (s. 007 IE)**  
**“Introduction to Literature”**  
**Young 227, Sa 9:00 – 12:00**

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**1. Instructor Information**

Instructor: Richard Pickard  
Office hours: Saturday 12:00 to 1:00; Thursday 9:00 to 10:30  
Location: TBA  
Phone: TBA  
Email: TBA

**2. Calendar Description:**

“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. Individual assignments range from 200 – 1,200 words in length (course total of 4,000 – 4,500 words).”

**3. Course philosophical statement:**

This course is intended to function as an introduction to literature. Because students who enroll in English 160 are likely already to be regular readers, this section of English 160 will be organized around two principles: reading is not study, and study is not reading.

This means that students are encouraged to read texts for pleasure as well as to study texts in order to meet this course’s intended learning outcomes (outlined below). Literature can be a source of great joy, and I assume that you would not have enrolled in this class if you did not enjoy literature. It is my belief that a student should leave a literature course, whatever grade is achieved, feeling that he or she is a better reader and having experienced literature in such a way that it encourages readership in the future.

Philosophically, this section of English 160 will operate under the principle that a good read is not less important than a good grade, and the principle that a reader is improved by working toward the course’s intended learning outcomes.

Having said all that, however, the intended learning outcomes for this course have to do with study, learning and writing. Grades for this course, except for the reading journal and participation, are based on an individual’s ability as a student, not as a reader.

**4. Intended learning outcomes:**

*In reading literature, students are 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:*

- a. Read literature in the genres of poetry, fiction, and drama from different periods;
- b. Read literature by men and women from various cultural backgrounds;
- c. Recognize literary forms, elements, and techniques.

*In discussing literature, students will be expected to:*

- a. Develop and communicate responses and interpretations

- b. Distinguish between literal and figurative meaning;
- c. Use literary terms such as metaphor, irony, character, setting, and plot;
- d. Use vocabulary associated with analyzing fiction, poetry, and drama;
- e. Analyze themes;
- 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 appropriate language;
- b. Comparing pieces of literature in English;
- c. Documenting sources using current MLA bibliographic style.

**5. Required materials:**

Haddon, Mark. The Curious Incident of the Dog in the Night-Time. Toronto: Anchor Canada-Random House, 2004.

Kirszner, Laurie G., Stephen R. Mandell and Candace Fertile, eds. Literature: Reading, Reacting, Writing. Scarborough, ON: Thomson Nelson, 2003.

A good dictionary

A notebook for use as a reading journal

**6. Assignments:**

Essays	Subject	Length	Date	Weight
1	short fiction or poetry	700 words	October 2	6%
2	novel	1000 words	October 23	12%
3	short fiction or poetry (whichever you haven't already written on)	1200 words	November 13	12%
4	drama	1200 words	December 4	20%

Assignment	Description	Date	Weight
Reading Journal	Your tale of trying to find something to read in the instructor's box of books	October 30 December 4	10%
Mid-term exam	Paragraph answer format on poetry, short fiction and novel	October 30	10%
Final exam	Short answer and essay format on all things studied in course, emphasizing classes since mid-term exam	TBA (scheduled by college)	20%
Participation	Class discussion; groupwork; peer review workshops; attendance; overall engagement	Perpetual	10%

**7. Reading journal:**

In our second class, I will introduce approximately forty different books, of which each student will be assigned one book to respond to in a reading journal. The focus of this assignment, however, is on finding something you enjoy reading. If you don't enjoy the book initially presented to you, describe your displeasure in your reading journal and exchange it the following week. There will be an opportunity to do so at the end of each class; there are more books than students, so you will not necessarily have to negotiate with your classmates, but you will be

encouraged to make an informal (and entirely optional) presentation about your reading experience.

**8. Grading system:**

9	A+	95-100%	6	B+	80-84%	3	C+	65-69%
8	A	90-94%	5	B	75-79%	2	C	60-64%
7	A-	85-89%	4	B-	70-74%	1	C-	50-59%

**9. General information:**

Classes will proceed in part through discussion, requiring students to take an active role. If you have not carefully read and annotated all assigned readings before class begins, you cannot participate properly and you place an unfair burden on your classmates. To help create a positive learning environment, **I may ask students who clearly have not prepared for class to leave.**

Assignments must be handed in at the beginning of the class in which they are due; electronic submissions will not be accepted, and due dates are not negotiable. I consider an assignment received when it is in my hand; you are advised not to slip assignments under my office door. Late assignments will lose 10% per day for the first three days and will not be accepted thereafter.

If you miss the in-class midterm exam or a peer review workshop, you will receive a zero for the assignment unless you provide adequate proof of medical or other valid emergency. If you know in advance that you may not be able to attend class for such an assignment, please advise me as early as you can.

Marked assignments will normally be returned one week after they are submitted. The final essay will be returned in an envelope attached to my office door.

Please keep an electronic or hard copy of all essays, at least until the marked original is returned to you, in case your essay is misplaced, stolen, or damaged. You are also required to retain all returned work and produce it at my request.

Plagiarism: be extremely careful when using or working with another person's words or ideas. It is fraudulent to use either without identifying the author, and doing so can have a lasting impact on this course and your future. Refer to the handout regularly, and see me at any time if you have questions or concerns.

The college offers a variety of support services for students, such as academic advising, personal counseling, and a Learning Skills program. Information may be found in the Calendar, at the Registrar's Office, or online at [www.camosun.bc.ca](http://www.camosun.bc.ca).

Camosun College has developed a Student Conduct Policy. It is every student's responsibility to become familiar with the details of this policy. A copy is available at all School Administrative Office, at the Registrar's Office, in the Calendar, and online at [www.camosun.bc.ca](http://www.camosun.bc.ca).

**10. Predicted reading schedule (subject to minor change and adjustment):**

Date	Reading	Assignment
September 11	General introduction Handout of material Introduction to literary study Tom Wayman, "Did I Miss Anything?"	
September 18	Raymond Carver, "Popular Mechanics" (369) Jamaica Kincaid, "Girl" (437)  Poetry: Margaret Atwood, "You Fit Into Me" (667) Roo Borson, "After a Death" (766) bp nichol, from "The Captain Poetry Poems" (806) Alden Nowlan, "Britain Street" (806)  Initial distribution of books for discussion in students' reading journals	
September 25	Gabriel García Márquez, "A Very Old Man with Enormous Wings" (393) Rohinton Mistry, "Squatter" (457)  Poetry: Louise Glück, "Gretel in Darkness" (564) Michèle Lalonde, "Speak White" (747) Samuel Taylor Coleridge, "Kubla Khan" (768) Bronwen Wallace, "A Simple Poem for Virginia Woolf" (829)	
October 2	Katherine Mansfield, "Miss Brill" (105) Ernest Hemingway, "A Clean, Well-Lighted Place" (241)  Poetry: Samuel Taylor Coleridge, "Kubla Khan" (768) T.S. Eliot, "The Love Song of J. Alfred Prufrock" (774)	Essay 1
October 9	Mark Haddon, <u>The Curious Incident of the Dog in the Night-Time</u>	
October 16	Mark Haddon, <u>The Curious Incident of the Dog in the Night-Time</u>  Peer review workshop	
October 23	Madeline Thien, "Simple Recipes" (43) Alice Walker, "Everyday Use" (293)  Poetry: e.e. cummings (510, 607, 623, 719, 769)	Essay 2

<b>Date</b>	<b>Reading</b>	<b>Assignment</b>
October 30	Thomas King, "Borders" (186)  Poetry: Marlene Nourbese Philip, "Blackman Dead" (565) Louise Bernice Halfe, "My Ledders" (618) Michèle Lalonde, "Speak White" (747) Langston Hughes (738, 790)	Midterm exam Reading journal
November 6	Louise Erdrich, "Fleur" (383)  Poetry: Emily Dickinson (563, 597, 626, 679, 737, 770) Walt Whitman (601, 673, 720, 833)  Peer review workshop	
November 13	Alistair MacLeod, "The Boat" (444)  Poetry: George Elliott Clarke, "Casualties" (640) Randall Jarrell, "The Death of the Ball Turret Gunner" (652) Henry Reed, "Naming of Parts" (816)	Essay 3
November 20	Margaret Atwood, "The Resplendent Quetzal" (301) Charlotte Perkins Gilman, "The Yellow Wall-Paper" (165)  Poetry: Adrienne Rich, "A Woman Mourned by Daughters" (513) Miriam Waddington, "How I Spent the Year Listening to the Ten O'Clock News" (540) Ariel Dorfman, "Hope" (587) Pablo Neruda, "The United Fruit Co." (804)	
November 27	Sophocles, <u>Oedipus the King</u>	
December 4	Sophocles, <u>Oedipus the King</u>  Peer review workshop	Reading journal
December 11	The Term In Review  General discussion, questions, analysis Exam preparation  Highly informal presentations on (and return of) instructor's books handed out for students' reading journals	Essay 4

Final exam date and location to be scheduled by Camosun College.