

English 160
Sections 03 and 05
Introduction to Literature
Winter 2005

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Electronic Version of Outline and other links:

http://deserv3.camosun.bc.ca:8950/webct/ticket/ticketLogin?action=print_login&request_uri=/webct/homearea/homearea%3F

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

Solomon Gursky Was Here, by Mordechai Richler

The College Style Sheet, Furberg and Hopkins, 5th 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: plot, theme, characterization, setting, point-of-view, narrative technique, etc.

Course Objectives: Students in English 160 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
- 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 on documentation, see <http://webster.commnet.edu/mla/index.shtml> This is a wonderful guide to MLA style.

Evaluation:

There will be four to six assignments. (See note **) **ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE.** This is not as horrendous as it may first appear since two of the tasks will be done in class:

Mid-Term Exam (Poetry and Drama) Feb 23	25
Essay 1 January 31	
Essay 2 Feb 16	
Essay 3 Mar 21	
Essay 4 April 13	
2 best take-home essays 1000-1500 words (2X25)	50
Participation and in-class presentations	15
Final Exam (Exam Week)	30
TOTAL	<u>120</u>

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: Please follow the Modern Language Association guide for essay format as found in *The College Style Sheet* by Furberg and Hopkins. These guidelines are also available on the web at a number of locations—see <http://webster.commnet.edu/mla/index.shtml> Submit **ALL** essays **TWICE**. **ONE** copy should be on paper and the **SECOND** copy should be submitted electronically as an attachment to an email. You should regularly **scan your computer** for viruses; I don't want yours

All essays **MUST** 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.

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. The following Camosun website provides a list of student services: <http://www.camosun.bc.ca>

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 or go to the following Camosun website www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html. You may be asked to sign a document clarifying that you understand what plagiarism can mean to your academic career.

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.

Group Work: On the first or second day of class you will each be given four numbers. The first number refers to a poetry group. The second number refers to a drama question (these will be provided later). The third number refers to short story group and the last number refers to your novel group; the novel questions will be provided later, as well. Let's do one: if you are given

the following four digits it may be translated to your work assignment by referring to the numbered works at the bottom of the page:

Here is an example: 2, 5, 3, 6

For poetry you would be focusing on poem number **two** (The Red Wheelbarrow), the **fifth** drama question, the **third** short story (Boys and Girls) and novel question number **six**. More on this later.

Exams: The course is divided by genre. Your midterm will be based upon poetry and drama. Your final will be weighted toward short stories and the novel. 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 (in text) (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

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. Piercy, "Barbie Doll" 833
16. Olds, "Sex without Love" 934

Dramas (in text) (Weeks 3 to 6)

"Antigone" Sophocles 2012

"The Importance of Being Earnest" Oscar Wilde 1819

Short Story (in text) (Weeks 6 to 10)

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
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 (separate text) (Weeks 10 to 14) Solomon *Gursky Was Here*, by Mordechai Richler