



COURSE OUTLINE

The Approved Course Description is available on the web @ camosun.bc.ca

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.

1. Instructor Information

- (a) Instructor: Dr. Candace Fertile
- (b) Office hours: MTWR 12-1 or by appointment
- (c) Location: Paul 337
- (d) Phone: 370 3354
- (e) E-mail: fertile@camosun.bc.ca

2. Intended Learning Outcomes

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.

3. Required Materials

(a) Texts: *Literature: Reading, Reacting, Writing* (first Canadian edition) eds. Kirsznner et al.

Love Medicine (revised edition) by Louise Erdrich

(b) Other: a good desk dictionary (recommended—*Oxford Canadian Dictionary*)

4. Course Content and Schedule

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.

Schedule (subject to change)

May 9 Introduction

May 11 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)

May 16

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)

May 18

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)

May 25 Shakespeare *Hamlet* (985) POETRY ESSAY DUE

May 30 *Hamlet*

June 1 *Hamlet*

June 6 IN-CLASS ESSAY on *Hamlet* (text, dictionary, and hand-written notes allowed)

June 8 MacLeod *The Shape of a Girl* (1253)
and Short Story
Chapters 1 and 2
Thien "Simple Recipes" (42)
Jackson "The Lottery" (284)
Chopin "The Story of an Hour" (74)
Findley "Stones" (109)

June 13

Findley "Stones" (109)
Faulkner "A Rose for Emily" (84)
Updike "A&P" (98)
Joyce "Araby" (234)
King "Borders" (186)

June 15

Poe "The Cask of Amontillado" (195)
Atwood "The Resplendant Quetzal" (301)
Laurence "The Loons" (217)
MacLeod "The Boat" (444)

June 20 *Love Medicine* SHORT STORY ESSAY DUE AND QUIZ

June 22 *Love Medicine*

5. Basis of Student Assessment (Weighting)

(a) Assignments:

- 20% poetry essay (1000-1250 words; due May 25 at beginning of class)
- 20% in-class essay on *Hamlet* (minimum 700 words; June 6)
- 20% short story essay (1000-1250 words; due June 20 at beginning of class)
- 5% quiz on *Love Medicine* (June 20 at the beginning of class)

(b) Exam:

- 35% final examination (includes an essay; three hours; June 27 or 28)

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-

Poetry Explication

When you are reading poetry, you should consider the following questions:

1. Who is the speaker?
2. What kind of person is the speaker?
3. Does knowledge of the speaker help with the poem's meaning?
4. To whom is the speaker speaking? Why?
5. What is the setting (time and place)?
6. What is the tone (happy, sad, serious, etc.)?
7. How is the tone achieved?
8. What is the outline of the poem, identifying its structure and development?
9. If the poem is a narrative one, what are the events?
10. Can you paraphrase (put into your own words) the poem?
11. What is the theme of the poem? (Note: theme is not the same as subject.)
12. Is there more than one theme?
13. What kind of diction (word choice) does the poem have?
14. Are there any words that are particularly well chosen? Why?
15. What is the imagery (animal, garden, scientific, etc.) of the poem? What kinds of images are used?
16. Can you identify and explain the following:
 - a) metaphors (comparison saying one thing is another)
 - b) similes (comparison using the words *like*, *as* or *than*)
 - c) personification (given human qualities to animals or inanimate objects)
 - d) metonymy (figure of speech that substitutes one idea or object for a related one—crown for king)
 - e) synecdoche (figure of speech in which a part stands for the whole—hands for workers)
 - f) paradox (self-contradictory statement)
 - g) overstatement (hyperbole)
 - h) understatement
 - i) irony
 - j) symbols
 - k) allusions
17. Is the poem an allegory?
18. Does the poem use sound repetition? (alliteration, assonance, consonance)
19. Does the poem have onomatopoeia?
20. Does the poem rhyme? (masculine, feminine, dactylic, end, internal, near, eye or sight rhyme)
21. Is the sound of the poem adapted to the sense?
22. What is the form or pattern of the poem?
23. Does the poem relate to a literary convention, a school of thought, or a period?
24. What's the significance of the title?

Please note—these questions cannot be applied to all poems, but they will give you a starting ground for discussion.

Expectations:

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. 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, 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 final examination).**

Poetry Essay

Due: May 25 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)

Murikitani "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.

1. Lowell "Patterns" (577) and Lovelace "To Lucasta Going to the Wars" (668)
2. Marlowe "The Passionate Shepherd to His Love" (524) and Raleigh "The Nymph's Reply" (525)
3. 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 18. Do not hand in an essay on an unapproved topic.

In class essay on *Hamlet* June 6

You will be given the choice of topics for this in class essay on the day of the essay. The topics will be broad in nature and will focus on the ideas raised by the class discussion. The key to success in this essay is to think about your answer, organize your material, and use quotations from the play. Because of the short time period, you should spend some time planning your essay (create an outline) and writing one legible draft. If you make an error, simply cross it out and write the correction above it. Double-space, leave margins, and write on only one side of the page. That way you have room to add in material if necessary. As we discuss the play, I suggest you make a plot summary and notes on key speeches, so you will be able to find supporting quotations quickly.

Sample topics include the following:

1. Analyze the character of Claudius.
2. Examine the importance of friendship.

Short Story Essay

Due: June 20 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 June 15. Do not submit an essay on an unapproved topic.

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).