

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 160-004 Introduction to Literature Winter 2007</p>
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1. Instructor Information

(a)	Instructor:	Dr. Candace Fertile		
(b)	Office Hours:	1:00-2:00 TR 3:00-5:00 W or by appointment at another time		
(c)	Location:	Paul 337		
(d)	Phone:	370 3354		
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)		

2. Intended Learning Outcomes

Upon completion of this course:

1. 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
 - Analyze literature in the genres of poetry, fiction, non-fiction, and drama from different periods.
 - Analyze literature by men and women from various cultural backgrounds.
 - Identify literary forms, elements, and techniques.
2. 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
 - Distinguish between literal and figurative meaning.
 - Use literary terms such as metaphor, irony, character, setting, and plot.
 - Use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction.
 - Analyze themes.
 - Identify a variety of literary theories.
 - Develop an informed critical response.
3. In writing about literature, students will be expected to explain, support, and illustrate points in essays by
 - Using a critical approach with appropriate language.
 - Comparing pieces of literature in English.
 - Documenting sources using current MLA bibliographic conventions.

3. Required Materials

(a)	Texts	<p><i>Literature: Reading, Reacting, Writing</i> second Canadian edition <i>Love Medicine</i> by Louise Erdrich, revised edition</p> <p>Recommended: <i>The Canadian Oxford Dictionary</i> and <i>A Canadian Writer's Reference</i> by Diana Hacker</p>
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4. Course Content and 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, but please read the literature FIRST.

January 10 Introduction

January 17 Thien “Simple Recipes” (45)

Jackson “The Lottery” (319)

Findley “Stones” (135)

Faulkner “A Rose for Emily” (90)

January 24 Updike “A&P” (122)

Chopin “The Story of an Hour” (77) and literary theory

Joyce “Araby” (267)

Poe “The Cask of Amontillado” (227)

January 31 Laurence “The Loons” (249)

King “Borders” (218)

FEBRUARY 7 ESSAY DUE

February 7-14 *Love Medicine*

FEBRUARY 21 IN-CLASS ESSAY on *Love Medicine* 6:00-7:20 pm

(with text, dictionary, and personal notes)

February 21-March 11 Poetry

Hughes “Theme for English B” (849)

Shakespeare [That time of year] (561)

Auden [Stop all the clocks] (582)

Marvell “To His Coy Mistress” (719)

Owen “Dulce et Decorum Est” (695)

Browning “My Last Duchess” (624)

Dickinson [Because I could not stop for Death] (737)

Donne [Death be not proud] (830)

Bradstreet “The Author to Her Book” (825)

Pound “In a Station of the Metro” (687) and Williams “The Red Wheelbarrow” (686)

Keats “When I Have Fears” (853) and Brooks “First Fight. Then Fiddle” (766)

Wordsworth “I Wandered Lonely as a Cloud” (897)

Auden “Musée des Beaux Arts” (815)

Bishop “Sestina” (769)

Shakespeare “My Mistress’ Eyes” (580)

Roethke “My Papa’s Waltz” (570)

Nichol “Blues” (788)

Lau “My Tragic Opera” (859)

Robinson “Richard Cory” (877)

Dumont “The Devil’s Language” (650)

Halfe “My Ledders” (845)

Purdy “Lament for the Dorsets” (715)

Donne “A Valediction Forbidding Mourning” (710)

Rich “Aunt Jennifer’s Tigers” (739)

Nowlan “The Bull Moose” (811)

March 28 Drama *The Shape of a Girl* (1348)

MARCH 28 ESSAY DUE

Hamlet (1093, Act 1)

April 4-11 *Hamlet* (1093)

5. Basis of Student Assessment (Weighting)

- 20% essay (minimum 1200 words; due February 7 at the beginning of class)
- 20% in-class essay on *Love Medicine* (minimum 600 words; February 21)
- 20% essay (minimum 1200 words; due March 28 at the beginning of class)
- 40% final examination (includes at least one essay; three hours; exam period in April)

6. Grading System Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

8. Further Information

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 (Times New Roman) with 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. Put the word count at the end of the essay. 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.

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. 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 (except on the final) LACKING QUOTATIONS FROM THE PRIMARY LITERATURE WILL FAIL.

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 *Hamlet* does not have an essay assignment, so it is likely you will have to write on it 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).

A Final Reminder: NO LATE PAPERS

Grades and Their Meaning:

- A range—superior level of achievement—a paper worth consulting
good insight into material with detailed, significant discussion
effective organisation for paper's purpose
fluent, error-free expression
- B range—high level of achievement—a paper worth keeping
competent treatment of material with full but not as detailed a discussion as A
organisation contributes to sense but lacks effectiveness of an A paper
free of common errors
- C+ a little above satisfactory—a paper worth doing
sound content, somewhat mechanical organisation
may have one or two serious errors in expression
- C satisfactory
acceptable but commonplace content adequately supported
coherent but mechanical organisation
sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting
limited content with weak support
organisation may be confusing
numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper
inadequate or inaccurate content with limited or no support
numerous errors that prevent communication

Short Story Essay

Due: February 7 at the beginning of class

Length: 1200 word minimum (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). Put the word count at the end of the essay.

1. Explain the significance of symbols in "A&P" or "The Loons."
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 Mama in "Everyday Use" or Krebs in "Soldier's Home."
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" or "Death by Landscape," or "A Field of Wheat."
7. Compare and contrast "The Ones Who Walk Away from Omelas" and "The Things They Carried" in terms of sacrifice.
8. Compare and contrast "The Ice Wagon Going Down the Street" and "Flight Paths of the Emperor."

Order of Importance of Issues

1. Content—your essay must have a thesis (something that can be argued), and you must develop the thesis.
 2. The argument must be organized, and it must be backed up with evidence (quotations) from the short stories. Include a Works Cited.
- NOTE: Essays lacking content, organisation, or quotations are failing essays.
3. Coherence and unity—sentences must be logically arranged in paragraphs, and paragraphs must be logically arranged in the whole essay. Provide transitions between sentences and paragraphs (put the transitions at the beginning of the new paragraph). Everything in the essay must relate to the thesis, and everything in a particular paragraph must relate to the paragraph's topic.
 4. Sentence structure—write complete sentences. Avoid fragments, comma splices, and run-on sentences.
 5. General grammar issues—subjects and verbs must agree, pronouns and antecedents must agree, modifiers should be close to what is modified, parallel structure needs attention, and so on.
 6. Spelling, punctuation, and mechanics—try to write an error-free essay.
 7. Diction—try to use college-level language, no slang, no extremely informal language. I don't mind if you use contractions. Try to select words on the basis of meaning and other effects. (In quotations, if slang or invective is used, you must present the language as written in the stories.)

Writing the Short Story Essay: Some Hints

1. Read the stories, and select your topic. Reread the stories with your topic in mind, and make notes as you go along.
2. Brainstorm—write down all the ideas you can think of that might help to form an argument. Don't worry about what makes sense—just get the thoughts down on paper. Once you've done that, you can start to look at the separate ideas to see if you can group some, or eliminate some, or have new ones.
3. How you construct the essay is highly individual. Some people like to work from an outline; others like to jump in and start writing. It doesn't matter. It's a process that requires thoughtful reconsideration and rewriting as you go along.
4. For a comparison essay, I suggest you develop a thesis statement that delineates the main points of your argument. The essay's format should be one in which you are discussing both short stories as you go along (called the slice or point by point method).
5. The introduction should be about 3-5 sentences, and you should mention the story or stories and author(s) in the first sentence.
6. The body of the essay should be about 2-6 paragraphs, depending on the number of points you have to make. The body paragraphs should be roughly the same length, and each point should have at least one quotation for evidence. The body paragraphs should discuss the points in the order in which you have introduced them.
7. Quotations must be introduced (tell the reader whose words they are—a character's or the narrator's) and integrated into the sentence or paragraph. Immediately after the quotation put the page number in parentheses, then the period (for short prose quotations). For quotations longer than four lines, use the block or indented format, and use quotation marks only if they are present in the source. Put the page number after the period at the end of the quotation. You should set up the quotation by introducing it, then include it, then explain it. The bulk of the essay should be your words, not quotations.
8. Indent all paragraphs five spaces or use the tab key. Double-space. Leave margins of one inch on all sides. You may use a title page or not. (See your textbook for format.) You may print on both sides.
9. The conclusion should not be identical to or interchangeable with the introduction. Usually quotations are not used in either the introduction or the conclusion—but they can be.
10. Your title should reflect the content of the essay, and titles are usually not sentences.
11. Think of the class as your audience—intelligent, thoughtful readers who appreciate a well-constructed, creative argument on literature.

Helpful Resources:

Your textbook:

Chapter One—Understanding Literature

Chapter Two—Reading and Writing About Literature

Introductions to chapters (various topics)

Appendix A—Documenting Sources

Index of Key Terms 1502-1504

The Canadian Writer's Handbook by Messenger et al., 4th edition

A Canadian Writer's Pocket Guide by Finnbogason and Valteau, 3rd edition

MLA Handbook for Writers of Research Papers by Joseph Gibaldi, 6th edition

The Elements of Style by Strunk and White, 4th edition (a classic)

The New Fowler's Modern English Usage, 4th edition

OED (*Oxford English Dictionary*)—the size of an encyclopedia

Note: if you have a Victoria Public Library card and password, you can access the OED on-line.

Writing About Literature by Edgar V. Roberts

A Glossary of Literary Terms by M.H. Abrams

owl.english.purdue.edu
(covers all aspects of writing)

andromeda.rutgers.edu/~jlynch/Writing/