



School of Arts & Science  
ENGLISH DEPARTMENT

ENGL 160 Section 05  
Introduction to Literature  
Winter 2008

COURSE OUTLINE

1. Instructor Information

|     |               |  |                                     |  |
|-----|---------------|--|-------------------------------------|--|
| (a) | Instructor:   | Thom Bland   |                                     |  |
| (b) | Office Hours: | 10:00-11:30 Mon and Wed and 10:00-11:00 Tues and Thurs |                                     |  |
| (c) | Location:     | Paul 335   |                                     |  |
| (d) | Phone:        | 370-3359   |                                     |  |
| (e) | Email:        | bland@camosun.bc.ca                                    | This is the best way to contact me. |  |

2. Intended Learning Outcomes

Upon completion of this course:

- 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.
- 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.
- 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.

For the last point, see <http://webster.commnet.edu/mla/index.shtml> This is a wonderful guide to MLA style.

### 3. Required Materials

|     |       |   |
|-----|-------|---|
| (a) | Texts | <i>English 160 Course Pack</i> —ed. Thom Bland  |
| (b) | Other | <i>Such a Long Journey</i> , Mistry<br>AND<br><i>The College Style Sheet</i> , Furberg and Hopkins, 5 <sup>th</sup> Edition |

### 4. Course Content, Submission Details, Teaching Philosophy and Timetable of Readings

#### Essay Format:

Submit essays double-spaced, typed, and please do not put them in folders; corner stapling is all that is required. Type on only one side of the paper. Use the **MLA style** described in the College Style Sheet or see <http://webster.comnet.edu/mla.htm>

All essays should 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.

**Plagiarism:** This is putting someone else's writing (or ideas) into your work and not saying where you got these materials. You thereby imply that the other person's work is your own. This is a serious offence and will be dealt with accordingly.

**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.

**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.

**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 (Weeks 1 to 6)

| Poet                       | Work                                    | Page |
|----------------------------|---|------|
| 1. William Blake           | “The Sick Rose”                         | 3    |
| 2. William Blake           | “London”                                | 4    |
| 3. Randall Jarrell         | “Death of the Ball Turret Gunner”       | 4    |
| 4. Wilfred Owen            | “Dulce et Decorum Est”                  | 5    |
| 5. William Carlos Williams | “The Red Wheelbarrow”                   | 4    |
| 6. Various                 | Haiku poems                             | 5    |
| 7. John Keats              | “To Autumn”                             | 7    |
| 8. Andrew Marvell          | “To His Coy Mistress”                   | 8    |
| 9. John Donne              | “The Flea”                              | 9    |
| 10. Robert Herrick         | “To Virgins...”                         | 9    |
| 11. William Shakespeare    | “My Mistress’s Eyes...”                 | 10   |
| 12. William Shakespeare    | “As the waves...”                       | 11   |
| 13. William Shakespeare    | “Let me not...”                         | 11   |
| 14. Dylan Thomas           | “Do Not Go Gentle Into That Good Night” | 11   |
| 15. Gerard Manley Hopkins  | “Spring and Fall to a Young Child”      | 12   |
| 16. Robert Browning        | “My Last Duchess”                       | 12   |
| 17. Robert Browning        | “Porphyria’s Lover”                     | 14   |
| 18. Gwendolyn Brooks       | “The Mother”                            | 17   |
| 19. Marge Piercy           | “Barbie Doll”                           | 18   |
| 20. W. H. Auden            | “Musée des Beaux Arts”                  | 15   |
| 21. Stevie Smith           | “Not Waving but Drowning”               | 16   |
| 22. Li-Yong Lee            | “Persimmons”                            | 18   |
| 23. Sharon Olds            | “Sex Without Love”                      | 21   |

### Drama (Weeks 6 to 8)

| Writer    | Work       | Page |
|-----------|------------|------|
| Sophocles | “Antigonê” | 22   |

### Drama Questions:

1. Discuss the relationship between Antigônê and Ismene
2. Discuss the character of Creon
3. Discuss the role of the minor characters and their part in characterization
4. Discuss the essential conflict between Antigônê and Creon
5. What would modern feminist say about Antigônê?
6. Relate Antigônê to one or more of the poems we have read. You might want to think about the objectification of women and women’s roles.

## Short Story (Weeks 8 to 10)

| Writer                 | Work                                       | Page |
|------------------------|--|------|
| 1. Kate Chopin         | “The Story of an Hour”                     | 47   |
| 2. Edgar Allen Poe     | “A Cask of Amontillado”                    | 49   |
| 3. Alice Munro         | “Boys and Girls”                           | 53   |
| 4. Ha Jin              | “Broad Daylight”                           | 66   |
| 5. James Joyce         | “Araby”                                    | 60   |
| 6. Katherine Mansfield | “Her First Ball”                           | 63   |
| 7. William Faulkner    | “A Rose for Emily”                         | 73   |
| 8. Joyce Carol Oates   | “Where Are You Going, Where Have You Been” | 78   |
| 9. Flannery O’Connor   | “A Good Man is Hard to Find”               | 87   |
| 10. Joyce Kilmer       | “Yellow Wallpaper”                         | 96   |

## Novel (Weeks 10 to 14)

*Such a Long Journey*, Mistry

The fourth number you are given refers to page numbers in the novel.

## 5. Basis of Student Assessment (Weighting)

### 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 18     | 25         |
| Essay 1  | January 28 |            |
| Essay 2  | Feb 20     |            |
| Essay 3  | Mar 26     |            |
| Essay 4  | April 09   |            |
| 2 best take-home essays 1000-1500 words (2X25) |            | 50         |
| Participation and facilitation presentations   |            | 20         |
| Final Exam (Exam Week)                         |            | 30         |
| <b>TOTAL</b>                                   |            | <b>125</b> |

## 6. Grading System

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|-------------|-------------------------|
| 90-100     | A+    |             | 9                       |
| 85-89      | A     |             | 8                       |
| 80-84      | A-    |             | 7                       |
| 77-79      | B+    |             | 6                       |

|       |    |   |   |
|-------|----|---|---|
| 73-76 | B  |   | 5 |
| 70-72 | B- |   | 4 |
| 65-69 | C+ |   | 3 |
| 60-64 | C  |   | 2 |
| 50-59 | D  | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 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](http://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 enrolment 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. |

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### Further 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. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

**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](http://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.