

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 160-05</b>  <b>Introduction to Literature</b>  <b>Winter 2009/ Wilna Thomas 203</b></p>
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## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

(a)	Instructor:	DR CALLIN		
(b)	Office Hours:	TBA		
(c)	Location:	PAUL 322		
(d)	Phone:	NA	Alternative Phone:	NA
(e)	Email:	callint@camosun .bc.ca		
(f)	Website:	NA		

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

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.

## Required Texts:

*The Rhetoric of Misreading Course Reader* / Edith Wharton: *Ethan Frome* / Samuel Beckett: *Waiting for Godot*

### 1. The Objective:

“There are no texts, only ourselves.”

*Misreading* is an approach to reading developed by scholar Harold Bloom, although the origin of the idea dates back at least to the time of Shakespeare. Misreading can be defined in two primary ways: the first is the conflict between canonical writers. One writer creatively misreads the writing of his strongest predecessor: the writer corrects the vision of this other, and it is in this creative act that the conflict of misreading is produced.

The second definition of misreading is concerned with the relationship between the reader and the text, and this has to do with the very out of date idea of the "hidden meaning" in any work of art, and in our case in works of theatre, fiction, and poetry. The greatest readers are the greatest rewriters, in that they are constantly revising the meaning of the narrative. They ask questions like, "What does this work mean? What central idea, in my opinion, is the writer attempting to communicate? Can my position, generated from my misreading, be defended persuasively? What evidence would I use to prove my misreading?"

Misreading teaches us that canonical works can contain any number of interpretations, each one justified by textual support. What they do resist is a final word on their meaning, and indeed each misreading reveals that the idea of a "hidden meaning" in any great work of fiction is a fallacy; the meaning comes from the reader, which is why inventing a topic to write about is the first department of rhetoric and always the most difficult task in any literature course. In this course, we will be involved in generating as many strong "misreadings" as possible over the course of the term.

### 2. Beginning with the Basics:

This course is all about the basics of reading and interpreting literature. As you improve your ability to read texts closely, you will better understand the writing process, understand how an author generates a specific effect, what an author is trying to achieve with the text, what historical significance we can apply to the

production of the text, and so on. As such, you are going to develop your reading and interpretation skills using the basic ideas that apply to the writings that we will be reading and discussing this term.

### **3. The Technical Stuff:**

1. In order to pass this course **you must submit all assignments at the beginning of the class in which they are due.**
2. Extensions will only be granted with proper documentation.
3. A request for an extension must come at least two actual classes prior to the due date.
4. Late assignments will be docked **10%** for each day (or portion of day) late.
- 5. There are no make-ups on any course assignments.**
6. Appointments are to be made at the end of a class.
7. Be on time for class.
8. If you miss notes, it is up to you to get the notes from someone in the class.
9. If you do not attend you will not pass.

### **4. Participation:**

Part of your mark for **English 160** is for participation. This means a number of things. First, that **you attend class**. The course is organized chronologically, so that we can build on the writing and close reading skills you develop. If you do not attend, you will not pass, as information that you will need to use for your writings will be generated directly from class discussion. Second, I want you to **speak in class**. It is good to share your views, and you can feel confident in this environment when doing so. And third, the sometimes forgotten objective...

### **5. The Sometimes Forgotten Objective:**

I think that people learn better when they are enjoying what they are doing. So, the philosophy in this class is to encourage a fun and positive learning environment. **We will treat each other with respect and show respect for differences in opinion. There are no absolute final answers.** The idea is that **English 160** is a forum for ideas or misreadings of various canonical texts; think differently when you read and respect difference when it is expressed by a fellow student. As such, no one need worry about being censored by mirthless laughter... "truth" is relative and subjective, and a failure to show respect for the opinions of others will not be tolerated. The quest to understand, accept, and respect difference of opinion is the road to enlightenment – think differently and respect others when they do the same.

### **Grades:**

<b>90 and up</b>	<b>A+</b>
<b>85-89</b>	<b>A</b>
<b>80-84</b>	<b>A-</b>

<b>77-79</b>	<b>B+</b>
<b>73-76</b>	<b>B</b>
<b>70-72</b>	<b>B-</b>
<b>65-69</b>	<b>C+</b>
<b>60-64</b>	<b>C</b>
<b>50-59</b>	<b>D</b>
<b>49-</b>	<b>NC</b>

## **6. Assignments and Percentage Allotment:**

Below is **the list of assignments** and the allotment of percentages:

**First Argument Essay: short fiction (850-1000 words max.):** 15 percent Due FEBRUARY 2, 2009. NO MAKE-UPS

**Second Argument Essay: short fiction (1000-1200 words max.)** 20 percent Due FEBRUARY 23, 2009. NO MAKE-UPS

**Poetry Quiz In-Class:** 15 percent MARCH 4, 2009. NO MAKE-UPS

**Third Argument Essay In-Class: *Ethan Frome*:** 15 percent MARCH 25, 2009. NO MAKE-UPS

**Participation/attendance:** 5 percent: All Term...

**Final exam:** 30 percent TBA

**Please Note:** The turnaround time for essay assignments is two weeks...

**Here is the schedule. Please note that the information is subject to change.**

### **Part One: The Short Story, Close Reading, and Misreading**

**Jan 5:** Introductions: Getting to Know You...

The organization of texts: Why these ones?  
**Assignment:** Blake (Handout)

- Jan 7:** **Some aspects of fiction you should know...**  
Starting with the basics: Close Reading  
"Ok, so what is this canon?"  
Calvino: **Why study the canon?**  
Blake and Misreading  
**Assignment from CR:** Hawthorne "Young Goodman Brown"
- Jan 12:** The least you need to know about essay writing...  
**Review the Elements/ The shaping of an Allegory**  
**Discussion:** Hawthorne: "Young Goodman Brown"
- Jan 14:** Hawthorne: "Young Goodman Brown" continued  
**Review of essay structure**  
**Assignment from CR:** Poe: "The Cask of Amontillado"
- Jan 19:** **Assign First Argument Essay. DUE FEBRUARY 2, 2009**  
Horror and the Gothic Tradition  
**Handout:** Example of Student Essay  
**Class Discussion:** Poe: "The Cask of Amontillado"  
**Assignment from CR:** Chekhov: "The Lady with the Dog"
- Jan 21:** **Discussion:** Chekhov: "The Lady with the Dog"  
**Assignment from CR:** Joyce: "Araby"
- Jan 26:** **What is Modernism?**  
**Group Discussion:** Joyce: "Araby"  
**Assignment from CR:** Lawrence: "The Horse Dealer's Daughter"
- Jan 28:** Lawrence overheads  
Lawrence on his mother  
**Class Discussion:** Lawrence: "The Horse Dealer's Daughter"  
**Assignment from CR:** Munro: "Boys and Girls"
- Feb 2:** **FIRST ARGUMENT ESSAY DUE BEGINNING OF CLASS**  
**Assign Second Argument Essay. DUE FEBRUARY 23, 2009**  
**Film Version:** "Boys and Girls"  
**Assignment from CR:** Munro "Boys and Girls"
- Feb 4:** **Group Discussion:** "Boys and Girls"  
**Assignment from CR:** LeGuin: "The Ones Who Walk Away"
- Feb 9:** **Class Discussion:** "The Ones Who Walk Away"  
**Assignment from CR:** Poetry Reading: "The Road Not Taken,"

“Ozymandias,”

## Part Two: Canonical Poems and a Midterm

- Feb 11:** What is a Poem?  
How to Read a Poem  
Review of Poetic Diction  
**Thesis and antithesis**  
**Class discussion:** “Ozymandias”
- Feb 16:** “The Road Not Taken”  
**Assignment from CR:** Poetry Reading: “I heard a fly buzz when I died,” “Because I could not stop for Death”
- Feb 18:** Bloom on the Western Canon (time permitting)  
**Group work:** “I heard a fly buzz when I died,” “Because I could not stop for Death”  
**Assignment from CR:** Poetry Reading: “Ulysses”
- Feb 23:** **SECOND ARGUMENT ESSAY DUE BEGINNING OF CLASS**  
**Tennyson overheads**  
**Group work:** Close reading “Ulysses”  
**Assignment:** Poetry Readings: “Ulysses”
- Feb 25:** **Group Work on “Ulysses”**  
**Assignment:** Poetry Readings “Ulysses”
- March 2:** **Conclude class discussion of “Ulysses”**  
Brief review of poems covered  
**Review for Midterm Quiz**  
**Group work:** Close reading of assigned poems  
**Assignment:** Prepare for Midterm  
**Assignment:** Begin *Ethan Frome*
- March 4:** **In-class Midterm Quiz on Poetry**  
**Assignment:** *Ethan Frome*

## Part Three: The Novel and the Novella

- March 9:** **What is a Novella?**  
Class discussion: *Ethan Frome*  
**A Study of Themes**  
**Assignment:** Continue reading: *Ethan Frome*
- March 11:** **Group work:** *Ethan Frome*  
**Assignment:** *Ethan Frome*

**March 16:** Review essay structure for *Ethan Frome*  
**Class discussion:** *Ethan Frome*  
**Assignment:** Review for *Ethan Frome*

**March 18:** **Class discussion:** *Ethan Frome*  
*Ethan Frome* Film version (time permitting)

**March 23:** Finishing up *Ethan Frome*...

**March 25:** **IN-CLASS QUIZ ON ETHAN FROME**  
**Assignment:** Begin *Waiting for Godot*

## Part Four: Theatre

**March 30:** *Waiting for Godot*  
**Assignment:** *Waiting for Godot*

**April 1:** ***Bloom on Beckett and the Western Canon***  
*Waiting for Godot*  
**Assignment:** *Waiting for Godot*

**April 6:** *Waiting for Godot*  
**Assignment:** *Waiting for Godot*

**April 8:** *Waiting for Godot (film? Definitely/ Maybe)*  
**Last Class/ info for final exam**

## 7. Grading System

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

### Standard Grading System (GPA)

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	1

		cannot be used as a prerequisite.	
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 E-1.5 at [camosun.ca](http://camosun.ca) for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
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.

## 8. 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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED



