

	<p><i>School of Arts & Science</i> ENGLISH DEPARTMENT</p> <p>ENGL 160-004 Introduction to Literature Winter 2011</p>
---	---

1. Instructor Information

(a)	Instructor:	Dr. Candace Fertile		
(b)	Office Hours:	Tuesday and Thursday 1:00-3:00 or by appointment		
(c)	Location:	Paul 337		
(d)	Phone:	250 370 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, newly revised edition 2009</p> <p>Recommended: <i>The Canadian Oxford Dictionary</i></p>
-----	-------	--

Email: If you send me email, please put your name and course title in the subject line. I check email twice a day, and I will try to reply within 12 hours, except on weekends. If I have not replied within 12 hours, you should assume something went awry—the College system has difficulties with some email systems, hotmail, for example. If the email is crucial, please leave me a short telephone message as well for backup. And if you would like me to call you back, please say your telephone number slowly and repeat it.

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. All selections except *Love Medicine* are in *Literature: Reading, Writing, Reacting*. The list is subject to change.

January 10: Introduction

January 12-February 2: Short Stories

Thien “Simple Recipes” (45)

Chopin “The Story of an Hour” (77)

Updike “A&P” (122)

Mootoo “A Garden of Her Own” (202)

King “Borders”

Hemingway “Soldier’s Home” (272)

Walker “Everyday Use” (326)

O’Brien “The Things They Carried” (528)

Findley “Stones” (135)

February 7-March 7: Poetry

FEBRUARY 7: FIRST ESSAY DUE

Hughes “Theme for English B” (849)

Shakespeare [That time of year] (561)

Auden [Stop all the clocks] (582)

Marvell “To His Coy Mistress” (719)

Atwood “The Animals in That Country” (821)

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)

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

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

Auden “Musée des Beaux Arts” (815)

Mirikitani “Suicide Note” (630)

Nichol “Blues” (788)

Lau “My Tragic Opera” (859)

Robinson “Richard Cory” (877)

Purdy “Lament for the Dorsets” (715)

Ginsberg “A Supermarket in California” (727)

Rich “Aunt Jennifer’s Tigers” (739)

Nowlan “The Bull Moose” (811)

March 9: IN-CLASS ESSAY (on poetry and open book)

March 14-23: Drama

Wilde *The Importance of Being Earnest* (960)

MacLeod *The Shape of a Girl* (1348)

March 28-April 11: *Love Medicine*

APRIL 4: THIRD ESSAY DUE

April 13: review

5. Basis of Student Assessment (Weighting)

20% essay (1200-1500 words; due Feb. 7 at the beginning of class)

20% in-class essay on poetry (minimum 750 words; March 9)

20% essay (1200-1500 words; due April 4 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
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 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 in upper left corner, number the pages in the top right-hand corner (except for title page), 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. Please turn off cell phones. If you miss a class, you must get notes from another student. Do not ask me if you missed anything or anything important. For an instructor's perspective on missed classes, please see Tom Wayman's "Did I Miss Anything?" (892-3). As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones, computers, and MP3 players) and pay attention to whoever is speaking.

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(s). For poetry quotations, use the line number(s). 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 the novel 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).

Remember: 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
-

First Essay Due: February 7 at the beginning of class—no late papers!

Length: 1200-1500 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 or stories 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. Please note that some of these choices include stories that we are not discussing in class.

1. Compare and contrast the importance of setting in “A Garden of Her Own” and “A Field of Wheat” (173).
2. Compare and contrast the significance of war in “Soldier’s Home,” “The Things They Carried,” and “Stones.”
3. Compare and contrast the mothers in THREE of the following: “Stones,” “Simple Recipes,” “Everyday Use,” and “Borders.”
4. Compare and contrast the Ben in “Stones” and Sarty in “Barn Burning” (234).
5. Write a character analysis of the father in “The Boat” (447) OR Lois in “Death by Landscape” (335).
6. Explain the use of sacrifice in “The Lottery” (318) and “The Ones Who Walk Away from Omelas” (442). Consider the similarities and differences between the two places.
7. What’s the purpose of blindness in “Cathedral” (408)?

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 literature. 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, you must present the language as written in the literature.)
-