



School of Arts & Science  
ENGLISH DEPARTMENT  
ENGL 292 (Independent Study)  
Special Topics in Literature 2  
The search for identity in Gothic literature  
Winter 2011

**FACULTY INSTRUCTIONS (these instructions are unseen in print):**

- 1. Save this "read-only" template as your course outline**
  - click *Office Button* → *SaveAs* → *Word 97-2003 Document*
  - click cursor in *File name* after hyphen → add your name → click *Save*
- 2. Add your information (see blue text)**
  - add your information to paragraphs 1, 3, 4, and 5 below
  - add any additional comments at the end of this document
- 3. Save and close your completed course outline**
  - click *Office Button* → *Save*
  - click *Office Button* → *Close*

**COURSE OUTLINE**

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

**1. Instructor Information**

(a)	Instructor:	Bronwen Welch		
(b)	Office Hours:	Independently scheduled		
(c)	Location:	Paul 326		
(d)	Phone:	250-370-3342		
(e)	Email:	welchb@camosun.bc.ca		
(f)	Website:	<a href="http://camosun.ca/about/research/directory/bronwen-welch.html">http://camosun.ca/about/research/directory/bronwen-welch.html</a>		

**2. Class Format/Student Responsibility**

Independent Study: It is the responsibility of the student to initiate, conduct and complete an Independent Study. The phrase "Independent Study" means that the student engages in advanced study of a specialized topic. In this class, the student will work fairly independently, with once a week individual conferences with the instructor. Contact between the student and professor ensures satisfactory student progress. Throughout the course of the semester or session, the student submits completed assignments to the professor. Grades are based on the quality and scholarship of the completed work as well as consistent independent conferences with the instructor.

**3. Intended Learning Outcomes**

When reading literature, the student will be encouraged to make connections and evaluate works that clearly represent an overview of the topic under discussion. Works normally represent a variety of genres such as short stories, poetry, drama and the novel. In cases where the topic focuses on one genre, works represent varied aspects of that genre and/or

illustrate the development of a particular author or literary movement(s). Upon completion of this course the student will be able to:

1. Analyze literature or other media such as film for elements such as theme, structure and rhetorical devices according to established critical criteria.
2. Evaluate works for component elements that clearly represent a literary movement, author, medium or style.

When discussing literature, the student will be encouraged to develop their own interpretations of the works using a variety of critical methods and resources. Upon completion of this course the student will be able to:

1. Identify the socio-historical context of the works and relate the works to others as part of a literary continuum.
2. Identify and account for recurring themes in the spectrum of works evaluated in the course.
3. Compare and contrast the stylistic elements of various works by one or more authors within the context of the topic discussed.
4. Where applicable, evaluate the importance of literary theory in both the creation and interpretation of texts.

When writing about literature, the student will be expected to demonstrate their understanding of the above issues and to explain, support and illustrate their interpretations of literature in essays and a final exam. Upon completion of this course the student will be able to:

1. Support their work with relevant textual evidence.
2. Document sources using current MLA conventions.

#### **4. Required Materials**

##### **The Novels:**

*The Mysteries of Udolpho*, by Ann Radcliffe (1794)

*Frankenstein*, by Mary Shelly (1818)

*Jane Eyre*, by Charlotte Bronte (1847)

*The Haunting of Hillhouse*, by Shirley Jackson (1959)

##### **The Short Stories:**

"The Rats in the Walls," by H. P. Lovecraft (Victorian gothic)

"The Yellow Wallpaper," by Charlotte Perkins Gilman (American gothic)

"Carmilla," by **Joseph Thomas Sheridan Le Fanu (Irish Gothic)**

"Death by Landscape," by Margaret Atwood (Canadian gothic)

"A Rose for Emily," by William Falkner (southern gothic)

(b) supplementary handouts

#### **5. Tentative Course Content and Schedule**

**Week One: *Mysteries of Udolpho***

**Week Two: *Mysteries of Udolpho***

**Week Three: *Mysteries of Udolpho***

**Week Four: "The Rats in the Walls"**

**Week Five: *Frankenstein***

**Week Six: *Frankenstein***

**Week Seven: *Frankenstein***

Week Eight: "The Yellow Wallpaper"  
 Week Nine: Jane Eyre  
 Week Ten: Jane Eyre  
 Week Eleven: Jane Eyre  
 Week Twelve: "Rose for Emily"  
 Week Thirteen: *The Haunting of Hill House*  
 Week Fourteen: "Death by Landscape"

## 6. Basis of Student Assessment (Weighting)

Assignment # 1	20%	(2500 -3000 words)
Annotated Bibliography for Assignment # 1	10%	
Assignment # 2	20%	( 2500 - 3000 words)
Annotated Bibliography for Assignment # 2	10%	
Meetings with Instructor	15 %	
Final Assignment	25%	(3000 - 3500 words)

### Attention!

#### Essays:

- Essays are due on the dates specified.
- 10% per day (even Saturdays and Sundays) will be deducted for lateness.
- **Nothing** will be accepted after 7 days (including Saturdays and Sundays) past due date.
- You must complete **all assignments** in order to pass this course.

#### Readings:

- As with any course, it is vitally important that you have completed all assigned readings before coming to each meeting with me.

#### Participation:

- It is quite impossible for you to do well in this course if you do not regularly Meet with me. Individual meeting with me is your opportunity to clarify your ideas, responses and understanding of the works.
- **SPECIAL NOTE: Be sure to keep all rough drafts and marked material until the end of term**
- **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the**

relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location:  
<http://www.camosun.bc.ca/ombuds/student-conduct.pdf>

- You are responsible for information, verbal or written. Please keep track of all handouts and assigned readings.

### Grading

All assignments will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range (80 - 100%) Superior level of achievement

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

B Range (70-79%) High level of achievement

- Competent treatment of material or topic but less originality or perception than an "A" paper
- Full discussion but not as detailed or specific as "A" level
- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization
- So many errors that the reader cannot understand the paper adequately

### CRITERIA FOR SCORING ESSAYS

#### 1. CONTENT, DEVELOPMENT AND ORGANIZATION

**High (Ranked 9, 8, or 7).** The paper has an overall plan, point of view, and sense of direction. The thesis and the main supporting points are original and interesting, and are developed fully in a logical, persuasive, thought-provoking manner. Quotations are smoothly integrated and effectively utilized. Each paragraph is unified around a clear focus. The transition within and between the paragraphs is clear and smooth (without being mechanical), allowing the reader to move from point to point with a sense of coherence and momentum.

**Middle (Ranked 6, 5, or 4).** Content and organization are adequate but pedestrian. The essay has a main idea, although it is not clearly stated or kept in focus throughout. The content is skimpy - often short, one- and two-sentence paragraphs restricted to generalizations and commonplaces. The arguments are too one-sided. There is no clear organization, or it is too mechanical. Transition is lacking, or it is restricted to the simplest devices. The order of points is adequate but nothing more.

**Low (Ranked 3, 2 or 1).** No central idea governs. Obvious points are repeated in slightly different words. The essay pays lip service to the topic, but actually avoids it. (Essays that offer unreasonably one-sided arguments should also be placed in this category.) Points come in haphazard order, without coherence or a sense of direction. The paragraphing contributes little to the flow of ideas. Transitional devices are either lacking or mechanical.

## **2. SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION)**

**High (Ranked 9, 8, or 7).** The sentences are clear and demonstrate a variety of length and structure. There is clear evidence that the writer is able to use subordinate structures, and is not limited to simple and compound sentences. Errors, if any, are isolated and relatively minor.

**Middle (Ranked 6, 5 or 4).** The sentences lack variety in length and structure. The writer is able to construct familiar sentence patterns, but is prone to error and avoids sophisticated structures, such as parallelism, subordination, etc. There is reasonable control of the comma, but semicolons and other marks of internal punctuation are absent or used incorrectly or indiscriminately.

**Low (Ranked 3, 2, or 1).** There are errors in sentence structure, grammar, punctuation such as to obscure the meaning or seriously impair the flow of ideas.

## **3. WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)**

**High (Ranked 9, 8, or 7).** Words are used precisely and imaginatively. The vocabulary appears to be wide-ranging. Wordiness and pretentious diction are absent. The diction is specific and concrete where appropriate—not restricted to the abstract and general. The level of usage is consistent, neither too formal nor too informal (except for deliberate effect). Misspellings, if any, are few, and not "glaring".

**Middle (Ranked 6, 5, or 4).** The phrasing is standardized, ordinary – in other words, lacks freshness. There is evidence of imprecision and wordiness. There are inconsistencies in the level of usage, especially in the direction of overly informal expressions. Some jargon or pretentious diction is evident. Spelling is perhaps a noticeable problem, with some errors in regular words as well as in more difficult words.

**Low (Ranked 3, 2, or 1).** Imprecise and wrong words abound. The phrasing is vague, general, wordy. The level of usage is frequently too informal. Spelling is a definite problem. An essay written in an overly simplistic vocabulary may also get a Low rating, even if no word is clearly wrong. Similarly, excessive wordiness deserves a Low rating.

## **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.

<b>Temporary Grade</b>	<b>Description</b>
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.

<b>IP</b>	<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. <i>(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.)</i>
<b>CW</b>	<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.

## 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 the College web site in the Policy Section.