



School of Arts & Science  
 ENGLISH DEPARTMENT  
 ENGL 286  
 20th Century Literature  
 Fall 2012 section 001

## COURSE OUTLINE

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

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Tim Chamberlain		
(b)	Office Hours:	Mon/Tues/Wed 1 to 2:20		
(c)	Location:	Paul 220		
(d)	Phone:	250-370-3422	Alternative Phone:	
(e)	Email:	chambet@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

When reading 20th century literature, the student will be encouraged to make connections, evaluate works based on established critical criteria, and recognize both the general characteristics of a literary movement and the characteristics of an author's style within the context of the period. Works will include major authors such as W.B. Yeats, W.H. Auden, James Joyce, Virginia Woolf, Ezra Pound and T.S. Eliot, along with more contemporary poets and prose stylists. Note that individual instructors may put a slight change of focus in this course by choosing one author over another, but the general tenor of the course will remain the same. Upon completion of this course the student will be able to:

1. Analyze literature from 1900 to the turn of the millennium according to established critical criteria.
2. Evaluate a variety of genres, which will include short stories and other prose forms such as essays and journals, poetry, drama and at least one novel, according to critical precepts appropriate to the genre presented.
3. Compare works from all aspects of society, including a representative balance of genders, national, cultural and social backgrounds, and sexual orientations, within the context of developments in 20th century literature.

When discussing 20th century literature, students 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 context of 20th century literature.
3. Compare and contrast various works, authors and styles within the broad movements of 20th century literature.
4. Distinguish between the subjective and objective aspects of works in order to formulate informed judgments about the works being discussed.
5. Identify the influence of dominant critical theories or movements such as feminism or post-structuralism in both the production and interpretation of 20th century literature.

When writing about 20th century 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 positions with relevant textual evidence.
2. Document sources using current MLA conventions.

### 3. Required Materials

(a) Texts ***The Longman Anthology of British Literature*** (Volume 2C – the 20<sup>th</sup> Century), 4<sup>th</sup> Edition

***Disgrace***, by J.M. Coetzee

### 4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

- Week One: Introduction (1923-1948)  
*Heart of Darkness* (**Conrad** 1954-2010)
- Week Two: *Heart of Darkness*  
*Congo Diary* (2010-2016)  
**Chinua Achebe**: *An Image of Africa* (2016-2025)
- Week Three: “The Darkling Thrush” (**Hardy** – 2099)  
“The Convergence of the Twain” (Hardy – 2104)  
“Channel Firing” (Hardy – 2106)  
“And There Was a Great Calm” (Hardy – 2108)
- “The Soldier” (**Brooke** – 2136)  
“The Rear Guard” (**Sassoon** – 2131)  
“Dulce et Decorum Est” (**Owen** – 2160)  
“Lamplight” (**Cannan** – 2161)  
“A War Film” (**Hooley** – 2137)
- Week Four: “The Lake Isle of Innisfree” (**Yeats** – 2393)  
“Easter 1916” (Yeats – 2397)  
“The Second Coming” (Yeats 2399)
- “The Dead” (**Joyce** – 2229-2256)
- Week Five: “Nausicaa” – from *Ulysses* – (Joyce 2257-2279)  
1933 Decision of the United States District Court Lifting the Ban on *Ulysses* (2279-2282)
- Week Six: “The Love Song of J. Alfred Prufrock” (**Eliot** 2287-2291)
- “The Waste Land” (Eliot 2298-2312)  
“The Hollow Men” (Eliot 2318 -2320)
- Week Seven: **Mrs. Dalloway** (2338-2437)
- Week Eight: *Mrs. Dalloway*
- Week Nine: “The Odour of Chrysanthemums” (**Lawrence** 2501-2514)  
“The Daughters of the Late Colonel” (**Mansfield**, 2478-2491)
- Week Ten: “A Chance for Mr. Lever” (**Greene** 2517-2526)

“The Man Who Loved Dickens” (2550-2563)  
 “Shooting an Elephant” (**Orwell** – 2566-2571)

Week Eleven: *Endgame* (**Beckett** – 2579-2611)

Week Twelve: “Annus Mirabilis” (**Larkin** 2635)  
 “Church Going” (Larkin – 2919)  
 “High Windows” (Larkin – 2635)  
 “Talking in Bed” (Larkin – 2634)  
 “Aubade” (Larkin – 2636)

Week Thirteen: *Disgrace*, by **J.M. Coetzee**

Week Fourteen: *Disgrace*, by J.M. Coetzee

### 5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- |                       |                                  |     |
|-----------------------|----------------------------------|-----|
| (a) Assignments:      | Two (2) essays weighted 25% each | 50% |
| (b) Reading responses | Five (5) weighted 5% each        | 25% |
| (c) Final Exam        | scheduled during Exam period     | 25% |

### 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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 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 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.

<b>IP</b>	<i>In progress: 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.)</i>
<b>CW</b>	<i>Compulsory Withdrawal: 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.</i>

## 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.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

- While I do not take attendance after the first two classes, there exists a direct correlation between active participation in a course, and final grades.
- Assignments are mandatory and due according to dates given in class. Late work will be penalized (5% per day) unless accompanied by a medical note from a health professional. This policy applies to reading responses, as well.
- Do not email me assignments unless I specifically request you to do so.
- Please participate – a successful class requires input from both students and the instructor.
- Please staple multi-page assignments on the top, left-hand corner (other, simple, format requirements will be reviewed in class).