



COURSE OUTLINE

⚡ *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:	Bronwen Welch	
(b)	Office Hours:	2:30 - 4:30 Tuesdays and Thursdays	
(c)	Location:	Ewing 218	
(d)	Phone:	250-370-3194	
(e)	Email:	WelchB@camosun.bc.ca	

2. Intended Learning Outcomes

Upon completion of this course:

1. Reading and Writing:
 - Explain how literary traditions change with time and affect creation of new literary texts;
 - Identify different literary forms, genres, and historical periods;
 - Describe the complex variety of literary study and literature’s relationship to formal, cultural, social, political and historical contexts;
 - Identify various approaches to literary texts and draw connections between different texts;
 - Debate canon formation and challenges to the canon;
 - Use critical, literary terminology;
 - Use a critical approach with appropriate language and terminology;
 - Argue for various interpretations;
 - Evaluate specific literary techniques;
 - Employ close reading and argumentation skills;
 - Use a scholarly essay form, including: a thesis; topic sentences; argument and/or analysis; use of quotations; unified, coherent paragraphs and transitions; rhetorical strategies appropriate for purpose and audience; effective introductions and conclusions;
 - Produce writing under exam or exam-like conditions;
 - Write clear, concise, effective prose, and know how to identify as well as correct common mechanical and grammatical errors.
 - Evaluate secondary sources and integrate where applicable;
 - Write persuasive arguments in scholarly, academic essay format, using MLA documentation.
2. Information Literacy Skills:
 - Determine the nature and extent of the information needed.
 - Know and use what information resources are available, in different formats.
 - Use print and electronic resources effectively and efficiently.
 - Evaluate sources for authority, relevance, reliability, currency and other criteria.
 - Incorporate and integrate research through correct use of summary, paraphrase and quotation.
 - Document sources fully and ethically, according to specified bibliographic conventions.
3. Discussion/Reflection:
 - Discuss and analyze literature in class;
 - Identify a variety of literary approaches and/or theories that can be taken towards a text;
 - Articulate one’s position in a critical debate of ideas.
 - Engage respectfully with different interpretations.
 - Reflect on one’s own writing for continuous improvement.

3. Required Materials

- (a) Texts: *Jane Eyre*, by Charlotte Bronte, *A Doll’s House*, by Henrik Ibsen, *The Strange Case of Doctor Jekyll and Mr. Hyde*, by Robert Louis Stevenson
- (b) Other: handouts

4. Course Content and Schedule

Sept. 3	Lecture: Introduction to class; hand out syllabus Readings: "The Angel of the House," Coventry Patmore (Handout) "From Of Queen's Gardens," John Ruskin (Handout)	
Sept. 5	Lecture – Sexuality and Gender Readings: "The Lotus Eaters" Tennyson (handout) "Ulysses" Tennyson (handout)	
Sept. 10	Hand Out Paper Topics Lecture — Male Poets and Masculine Identity/Anxiety Readings: "In an Artist's Studio" Christina Rossetti (handout) "The Other Side of a Mirror" M.E. Coleridge (handout)	
Sept. 12	Lecture: Women's Spaces Readings: "It was deep April, and the morn," Michael Field (handout) "The Sleeping Venus," Michael Field (handout)	
Sept. 17	Lecture: Michael Field	
Sept. 19	Lecture: Michael Field Readings: "A Room of One's Own" (handout)	
Sept. 24	Quiz #1: A Room of One's Own Lecture: "A Room of One's Own"	
Sept. 26	Discussion of Paper formatting and Citation	
Oct. 1	Paper Due Lecture: A Doll's House and Separate Spheres Readings: A Doll's House	
Oct. 3	Quiz #2: <i>A Doll's House</i> Lecture: Marxism and <i>A Doll's House</i>	
Oct. 8	Lecture: Psychoanalysis and A Doll's House	
Oct. 10	Lecture: Finish A Doll's House Readings: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> , R.L. Stevenson	
Oct. 15	Quiz #3: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Lecture: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	Oct.
Oct. 17	Lecture: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	
Oct. 22	Paper Formatting	
Oct. 24	Paper Due Readings: Excerpt from <i>The Madwoman in the Attic</i> <i>Jane Eyre</i>	
Oct. 29	Lecture: The Brontës	
Oct. 31	Quiz #4: on <i>The Madwoman in the Attic</i> Lecture: <i>Jane Eyre</i>	

Nov. 5	Lecture: <i>Jane Eyre</i>
Nov. 7	Lecture: <i>Jane Eyre</i>
Nov. 12	Films of Jane
Nov. 14	Lecture: <i>Jane Eyre</i>
Nov. 19	Lecture: <i>Jane Eyre</i>
Nov. 21	Lecture: <i>Jane Eyre</i>
Nov. 26	Lecture: Jane Eyre
Nov. 28	Lecture: Jane Eyre
Dec. 3	Lecture: Jane Eyre
Dec. 5	Prep for exam

5. Basis of Student Assessment (Weighting)

Essay # 1 (1,200-1,500 words)	20%
Essay # 2 (1,500 -1,800 words)	25%
Four Quizzes each worth 5%	20%
Final Exam	35%

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

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.

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 rd 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.

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 the College web site in the Policy Section.

Attention!

Essays:

- Essays are due at the **beginning** of class 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.

Missed Tests:

- Unless you can prove a medical emergency with a doctor's note, all tests or quizzes must be written in class on the date specified.
- A missed test without a medical note will result in a grade of zero for that test.
- If you already know that you are going to be unable to sit for a test on the date scheduled, please come and see me A.S.A.P. If your absence is justifiable, we will schedule you a re-write.

Readings:

- As with any course, it is vitally important that you have completed all assigned readings before coming to each class. I will be giving four quizzes (each weighted at 5%) to insure you have done the reading. Since our class time will consist of some group discussion, you *must* have read the assigned works *thoroughly* enough to be able to intelligently participate in that discussion.

Participation and Attendance:

- It is quite impossible for you to do well in this course if you do not regularly attend. Class time is your opportunity to clarify your ideas, responses and understanding of the works. Coming to class and participating in discussion will also help you anticipate the test questions and gather material for you essays.

- If you find it necessary to miss a class, it is YOUR responsibility to find out what you missed and complete the homework BEFORE the next class. I would also suggest you make a trustworthy friend in the class from whom you can borrow thorough, reliable notes.
- **PLEASE NOTE: I DO NOT ALLOW RE-WRITES OF ANY ESSAY OR TEST**
- **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, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**
- **There will be a final exam in the class. DO NOT not schedule any travel during the exam period.**

CRITERIA FOR SCORING ESSAYS (This rubric will be attached to each of your marked 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, focused, persuasive, thought-

provoking manner. Quotations are smoothly integrated and effectively utilized. MLA citation guidelines are utilized effectively and with no errors.

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 : restricted to generalizations and commonplaces. The arguments may be overly simplistic or one-sided. MLA citation is utilized, but with minor errors.

Low (Ranked 3, 2, or 1). No central idea governs. Obvious points are repeated. 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. MLA citation is rife with errors or is non-existent.

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.

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. Transitional devices are either lacking or mechanical.

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.

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.

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.