



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:	Dr. Heidi Tiedemann Darroch		
(b)	Office Hours:	Monday/Wednesday 1:15-2:20		
(c)	Location:	Paul 318		
(d)	Phone:	TBA	Alternative Phone:	
(e)	Email:	heididarroch@gmail.com		
(f)	Website:	Camosun D2L Class Site		

2. Intended Learning Outcomes

Upon completion of this course:

Reading and Writing

- Analyze literature in English written in genres of poetry, short fiction, novel, and drama from different historical periods;
- Analyze literature in English by authors from various cultural backgrounds;
- Identify different literary forms and genres;
- Acquire a working vocabulary of literary critical terminology;
- Recognize literary forms, and make linkages between forms and content;
- Make, support and evaluate inferences about the function of specific literary elements;
- Develop formal/informal, critical, reflective and personal responses to texts;
- Use literary and analytical terms correctly, e.g. metaphor, irony, character, setting, and plot;
- Compare and contrast themes and issues;
- Develop appropriate interpretive skills where non-print kinds of texts are studied (film, visual, audio, digital, multi-media).
- Demonstrate the difference between paraphrase and analysis.
- Develop and argue, in an academic essay format, a coherent reading of a literary text;
- Select and integrate primary textual evidence that effectively supports an essay's argument;
- Integrate secondary sources where applicable;
- 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;
- Use a critical approach with appropriate language and terminology;
- 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.

Information Literacy Skills:

- Determine the nature and extent of the information needed.
- Know and use what information resources 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.

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

- *An Introduction to Literature: Fiction, Poetry, and Drama* (Ed. Barnet, Burto, and Cain; Sixteenth Edition)
- ***The Great Gatsby*** (F. Scott Fitzgerald; preferably the Scribner edition)

Texts are available at the Camosun Bookstore.

4. Course Content and Schedule

May 5	Introduction to Literary Genres Kate Chopin's "The Story of an Hour" (67-68) In-Class Reading and Writing Diagnostic Exercise Introduction to F. Scott Fitzgerald's <i>The Great Gatsby</i>
May 7	<i>The Great Gatsby</i> Chapters 1-6 In-class Writing Exercise: Analyzing Description and Setting
May 12	<i>The Great Gatsby</i> Chapters 7-9 Novel Analysis (60 minutes, 10%)
May 14	Introduction to the Short Story: Narration and Point of View Charlotte Perkins Gilman's "The Yellow Wallpaper" (164-175) Shirley Jackson's "The Lottery" (431-438) Thomas King's "Borders" (D2L link to online PDF text) In-Class Writing Exercise: Selecting and Using Quotations
May 19	Victoria Day Holiday: No Class or Office Hours
May 21	Writing about Literature: Close Reading Techniques Nathaniel Hawthorne's "Young Goodman Brown" (154-163) Edgar Allan Poe's "The Cask of Amontillado" (509-514) James Joyce's "Araby" (136-141) Student Presentations: Groups 1 and 2 (10 minutes, 10%) In-Class Writing Exercise: Passage Identification and Close Readings
May 26	Writing about Literature: Developing a Thesis Joyce Carol Oates's "Where Are You Going, Where Have You Been?" (481-493) Alice Walker's "Everyday Use" (120-127) Alice Munro's "The Bear Came over the Mountain" (D2L <i>New Yorker</i> link) <i>Away from Her</i> (film excerpts, dir. Sarah Polley) <i>Smooth Talk</i> (film excerpts, dir. Joyce Chopra) Student Presentations: Groups 3 and 4
May 28	Short Story Test (90 minutes, 15%) MLA: In-Text Citations and Works Cited Essay Structure and Organization In-Class Citations Exercise
June 2	Introduction to Poetry: Form and Structure Robert Browning's "My Last Duchess" (603) T.S. Eliot's "The Love Song of J. Alfred Prufrock" (796-800) Wilfred Owen's "Anthem for Doomed Youth" (584)

Student Presentations: Groups 5 and 6
In-Class Writing Exercise: Term Essay Thesis and Introduction/Peer Review

- June 4** **Term Essay Due at the Beginning of Class (1000 words, 20%)**
 Poetry: Imagery and Figurative Language
 John Donne's "The Flea" (793) and "Death, Be Not Proud" (793-794)
 Robert Herrick's "Delight in Disorder" (807)
 Ezra Pound's "In a Station of the Metro" (820)
 Seamus Heaney's "Digging" (629)
- June 9** Poetry: Rhyme, Rhythm, and Other Sound Effects
 Emily Dickinson's "Because I Could Not Stop for Death" (564)
 Dylan Thomas's "Do Not Go Gentle into That Good Night" (681)
 Elizabeth Bishop's "One Art" (682)
 Sylvia Plath's "Daddy" (818-819)
Student Presentations: Groups 7 and 8
- June 11** **Sight Poem Analysis (90 minutes, 15%)**
 Introduction to Drama: Tennessee Williams's *The Glass Menagerie* (855-903)
- June 16** Tennessee Williams's *The Glass Menagerie*
- June 18** **In-Class Writing: Glossary Terms—Definitions and Examples (D2L posting)**
 Exam Review and Preparation

5. Basis of Student Assessment (Weighting)

(a) Assignments:

Writing Diagnostic	0% (45 minutes)	In class on May 5
<i>The Great Gatsby</i> Analysis	10% (60 minutes)	In class on May 12
Group Presentation/Handout	10%	See Syllabus
Term Essay	20% (1200-1500 words)	June 4
Sight Poem Analysis	10% (90 minutes)	In class on June 11

(b) Short Fiction Test (15%, 90 minutes, May 28)

(c) Final Examination (25%, 3 hours)

(d) Short in-class writing, editing, citation, and peer review exercises, and class participation (10%).

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 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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

Students with diverse learning profiles and needs are welcome in this course. Please let me know how I can assist you in developing your reading, writing, and literary analysis skills this term. Students who require accommodations for assignments should make sure that they are in touch with the appropriate learning support services.