



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:	Christine Kirchner
(b)	Office Hours:	Tuesdays and Thursdays: 2:00 p.m. – 4:00 p.m.
(c)	Location:	Paul 226
(d)	Phone:	250-370-3329
(e)	Email:	kirchner@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: Laurie G. Kirszner, Stephen Mandell, and Candace Fertile. *Literature: Reading, Reacting, Writing*. 2nd Canadian Edition. Toronto: Thomson/Nelson, 2007.

Jane Austen. *Pride and Prejudice*.

(b) Other: English 163 (001) Course Package

4. Course Content and Schedule

Students will read influential texts and authors that have shaped English literary traditions and continue to influence contemporary writing and broader cultural issues. Works will be studied from a variety of genres, media and periods, from the earliest literature to modern-day texts, and students will explore the relationship between literature and historical, socio-cultural, economic and/or political contexts. Critical thinking, academic reading and essay writing skills, transferable to any discipline, are developed. Works studied will vary with the instructor.

Class Meets: Wednesdays and Fridays, 11:30 a.m. – 12:50 p.m. in WT 101.

CLASS SCHEDULE

Wed., Sept. 9	Course Introduction. This course will explore the theme of truth and illusion in literature and film. Introduction to the Short Story
Fri., Sept. 11	Read: Chapter 1, "Understanding Literature: What is Literature?" <i>Literature: Reading, Reacting, Writing</i> (text), pp. 3-9. Film: <i>Searching for Sugar Man</i>
Wed., Sept. 16	Read: Chapter 1, "Thinking Critically" (text) pp. 9-16. Film: <i>Searching for Sugar Man</i> , cont'd.
Fri., Sept. 18	Read: Chapter 2, "Reading and Writing about Literature" (text) pp. 18-38. Film: <i>Searching for Sugar Man</i> , cont'd.
Wed., Sept. 23	Read: Chapter 3, "Reading and Writing about Fiction" (text) pp. 40-44. "always a motive" by Dan Ross—Course Package (CP), pp. 4-7.
Fri., Sept. 25	Counselling Orientation Read: Chapter 4, "Plot" (text) pp. 72-76. "The Story of an Hour" by Kate Chopin (text) pp. 76-80. "A Rose for Emily" by William Faulkner (text) pp. 89-98.
Wed., Sept. 30	Read: Chapter 5, "Character" (text) pp. 118-122. "A&P" by John Updike (text) pp. 122-128
Fri., Oct. 2	Read: Chapter 6, "Setting" (text) pp. 168-172. "The Yellow Wall-Paper" by Charlotte Perkins Gilman (text) pp. 189-202.
Wed., Oct. 7	Read: Chapter 7, "Point of View" (text) pp. 211-217.

- "The Cask of Amontillado" by Edgar Allan Poe (text) pp. 227-233.
- Read: Chapter 8, "Style, Tone, and Language" (text) pp. 259-266.
 "A Good Man Is Hard to Find" by Flannery O' Connor (text) pp. 279-293.
- Fri., Oct. 9** Read: Chapter 9, "Symbol and Allegory" (text) pp. 302-307.
 "Young Goodman Brown" by Nathaniel Hawthorne (text) pp. 307-318.
 Discussion Questions for "Young Goodman Brown" (CP) pp. 34-35.
 "The Lottery" by Shirley Jackson (text) pp. 319-326.
- Wed., Oct.14** Read: "Everyday Use" by Alice Walker (text) pp. 327-335.
 Discussion Questions for "Everyday Use" (CP) p. 36.
- Fri., Oct. 16** Read: Chapter 10, "Theme" (text) pp. 350-354.
 "A Worn Path" by Eudora Welty (text) pp. 396-404.
- Wed., Oct. 21** **Short Story Test (10%)**
- Fri., Oct. 23** Introduction to Poetry
 Read: "Analyzing Style in Prose and Poetry" (CP) p. 40.
 "Critical Questions for Reading Poetry" (CP) p. 41.
 "Meter" (CP) pp. 42-43.
 "Terminology Associated with the Analysis and Discussion of Poetry" (CP) pp. 48-54.
 "My Papa's Waltz" by Theodore Roethke (text) pp. 570-571 and (CP), p. 44.
 "Those Winter Sundays" by Robert Hayden: (text) p. 573 and p. 601.
 Discussion Questions for "Those Winter Sundays" (CP) pp. 46-47.
- Wed., Oct. 28** Read: "Guide for the Study of Poetry" (CP) p. 45.
 Chapter 11. "Understanding Poetry: Defining Poetry" (text) pp. 559-560.
 Chapter 11. "Reading Poetry, etc." (text) pp. 564-567.
 "Do Not Go Gentle into That Good Night" by Dylan Thomas (text) p. 571.
 Chapter 12. "Reading and Writing about Poetry" (text) pp. 599-617.
 Chapter 13. "The Speaker in the Poem" (text) pp. 619-620.
 "My Last Duchess" by Robert Browning (text) pp. 624-626.
 Chapter 13. "The Tone of the Poem" (text) p. 632.
- Fri., Oct. 30** Read: Chapter 14 "Word Choice" (text) pp. 657-658.
 "The Cariboo Horses" by Al Purdy (text) pp. 659-661.
 Chapter 14 "Word Order" (text) pp. 674-675.
 "One Day I Wrote Her Name upon the Strand" by Edmund Spenser (text) pp. 675-676.
 "anyone lived in a pretty how town" by E.E. Cummings (text) pp. 676-677.
 "Four Haiku" by Matsuo Basho (text) pp. 691-692.
 "A Valediction: Forbidding Mourning" by John Donne (text) pp. 710-711.
 "To His Coy Mistress" by Andrew Marvell (text) pp. 719-720.
- Wed., Nov. 4** **Short Story Essay (15%) is due at the beginning of class.**
- Read: "Because I Could Not Stop for Death" by Emily Dickinson (text) pp. 737-739.
 "On the Sonnet" by John Keats (text) pp. 759-763).
 "When, in Disgrace with Fortune and Men's Eyes" by William Shakespeare (text) pp. 763-764.
 "Spring and All" by William Carlos Williams (text) pp. 781-782.
 "Easter Wings" by George Herbert (text) pp.787-788.
 "The Road Not Taken" by Robert Frost (text) pp. 837-838.
 "I Wandered Lonely as a Cloud" by William Wordsworth (text) p. 897.
- Fri., Nov. 6** Introduction to Drama
 Read: "Critical Questions for Reading Plays" (CP) pp. 58-59.
 Chapter 24, "Staging" (text) pp. 1242-1247.
The Rez Sisters by Tomson Highway (text) pp.1247-1292.
 "A Note on *The Rez Sisters* by Tomson Highway (CP) p. 62.
 Discussion Questions on *The Rez Sisters* by Tomson Highway (CP) p. 63.
 "Canada, My Canada" by Tomson Highway (CP) pp. 60-61.
- Wed., Nov. 11** REMEMBRANCE DAY: COLLEGE CLOSED.

Fri., Nov. 13 Poetry Test (15%)

Wed., Nov. 18 Read: *The Rez Sisters*, cont'd.

Fri., Nov. 20 Read: *The Rez Sisters*, cont'd.

Group Presentations on the play, *The Rez Sisters* (10% includes peer evaluation).

Wed., Nov. 25 Group Presentations on the play, *The Rez Sisters*, cont'd.

Fri., Nov. 27 Group Presentations on the play, *The Rez Sisters*, cont'd.

Introduction to the Novel

Read: "Guide for the Study of Novels" (CP) pp. 66-70.

Pride and Prejudice by Jane Austen.

Discussion Questions for *Pride and Prejudice* (CP) pp. 72-73.

Wed., Dec. 2 Drama Essay (20%) is due at the beginning of class.

Pride and Prejudice, cont'd.

Fri., Dec. 4 *Pride and Prejudice*, cont'd.

Wed., Dec. 9 *Pride and Prejudice*, cont'd.

Fri., Dec. 11 *Pride and Prejudice*, cont'd.

Last class of the course.

*** Mon., Dec. 14 Novel Essay (20%) is due in my office, Paul 226, by 5:30 p.m.**

5. Basis of Student Assessment (Weighting)

Evaluation:

Your final grade will be determined as follows:

- Short Story Test (10%) **Wed., Oct. 21.**
- Short Story Essay (15%) **Due Wed., Nov. 4.**
- Poetry Test (15%) **Tues., Mar. 12.**
- Group Presentation on the play, *The Rez Sisters* (10% includes peer evaluation). **Fri., Nov. 20; Wed., Nov. 25; and Fri., Nov. 27.**
- Drama Essay (20%) **Due Wed., Dec. 2.**
- Novel Essay (20%) **Due Mon., Dec. 14.**
- In-class participation (10%) **on-going.**

Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.
- iii. **No cell phones, laptops, or other electronic devices are permitted during class without permission.** If you cannot comply with this regulation, you will be asked to leave the class. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.
- iv. The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment.

Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; and paraphrasing that too closely resembles the original in either form or content.

Participation During In-Class Discussions:

Studying what others have written is not like doing arithmetic, a calculation done in private, deriving an answer which, if correct, will agree exactly with the answers of others. The study of literature is a **conversation** which has been carried on for centuries, and which should continue with each student as he or she reads: underlining, questioning, responding, imagining, thinking, feeling, “conversing” with the writer while the student writes notes, essays, or exams, or as he or she talks with others about the readings. The classroom is an important setting for this conversation to take place. Students often find that their interpretation is somewhat different from that arrived at in class; this is not wrong, but exactly what should happen. Each of us brings a unique experience, mind, and sensibility to what we read, so the class’s interpretation(s)—the refined combination of many people’s ideas and insights—should be larger and richer than any individual’s. The achievement of such breadth, depth, and richness is one of the important values of class discussion, and one of the reasons participation in discussions is not simply something a student might elect to do, but rather it is a student’s responsibility.

Learning is not passive, but active; we learn by doing: reading, thinking (analyzing, synthesizing, questioning), writing, and talking. The classroom should be a laboratory of ideas, a place in which both students and instructor test and deepen their insights by speaking them out loud, countering, qualifying, or extending the insights of others, that is, carrying on, in the classroom, the centuries-old conversation about literature and its ordering of human experience. Therefore, **all** students in this course are expected to participate in class discussion throughout the semester. Your participation will be noted, and eventually credited toward your grade. Obviously, to participate, you must attend class.

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
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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.