



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:	Neil Stubbs
(b)	Office Hours:	Tuesday & Thursday 1:00-3:00 p.m.
(c)	Location:	Paul 320
(d)	Phone:	(250) 370-3348
(e)	Email:	StubbsN@camosun.bc.ca
(f)	Class Times:	Thursday 6:00-8:50 Wilna Thomas 101

2. Intended Learning Outcomes

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

Upon completion of this course:

1. 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.

2. 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.
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:

King, Stephen. *Carrie*. 1974. N.Y.: Penguin Random House, 2013. Print.

Kirszner, Mandell, and Fertile, eds. *Literature: Reading, Reacting, Writing*. Second Canadian Edition. Toronto: Thomson Pearson, 2007. Print.

Williams, Tennessee. *Summer and Smoke*. N.Y.: Dramatist's Play Service. Print.

(b) Other: A compact English Dictionary will be useful, as well as a card stocked with photocopy credits.

4. Course Content and Schedule

The instructor reserves the right to make changes to this reading list or to the due dates. Students will be given advance notice IN CLASS of any changes to the content or the schedule.

Thursday, January 14:	Introduction Genre Theory and Literary Perspectives Modernism Diagnostic Essay
Thursday, January 21:	Short Fiction Valenzuela, "All About Suicide" Chopin, "The Story of an Hour" Joyce, "Araby" King, "Borders" Watson, "Antigone"
Thursday, January 28:	Carver, "Cathedral" Hemingway, "Soldier's Home" Gilman, "The Yellow Wallpaper" Faulkner, "A Rose for Emily" LeGuin, "The Ones Who Walk Away from Omelas"
Thursday, February 4:	Short Fiction Essay Due (15%) Introduction to Drama <i>Summer and Smoke</i>
Thursday, February 11:	<i>Summer and Smoke</i>
Thursday, February 18:	READING BREAK: COLLEGE CLOSED

Thursday, February 25:	Glaspell, <i>Trifles</i> and/or MacLeod, <i>The Shape of a Girl</i>
Thursday, March 3:	In Class Essay on Drama (15%) Introduction to Poetry
Thursday, March 10:	Annotated Bibliography Due (5%) <u>(-25% from Literary Research Paper if not done)</u> Traditional Poetry Selected poems from our textbook
Thursday, March 17:	Poetry Quiz (5%) Introduction to the Novel <i>Carrie</i>
Thursday, March 24:	Film Screening of <i>Carrie</i> (Dir. Brian DePalma)
Thursday, March 31:	<i>Carrie</i>
Thursday, April 7:	<i>Carrie</i>
Thursday, April 14:	Literary Research Essay Due (20%) Modern Poetry Selected Poems from our textbook

**Final Exam (25%) will be held during the Exam Period (April 18-26).
Do not make travel or work plans until you know the Final Exam schedule.**

5. Basis of Student Assessment (Weighting)

Required assignment type	Value
Short Fiction Essay	15%
Reading Quizzes	10%
Drama Essay (In-class)	15%
Annotated Bibliography	5%
Poetry Quiz	5%
Literary Research Essay	20%
Final Exam	25%
Attendance/Participation	5%

All assignments **must be handed in to the instructor IN CLASS on the due date**. Any work that is handed in **AFTER** the end of class on the due date will be considered late. Without an acceptable excuse (such as documented medical circumstances), late assignments will receive a **5% deduction per day, including weekends**. This policy is meant to allow for an orderly flow of assignments and to respect those students who submit their work on schedule. Please note that the instructor takes no responsibility for work that is slipped under his office door.

With the exception of the arrangements mentioned above (that is, documented medical circumstances), late work will **NOT** be accepted after marked assignments have been returned to the class. Please note also that quizzes and in-class work may **NOT** be “made up” at a later time, unless a student can submit official documentation of an emergency or serious illness to the Registrar.

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.

8. Decorum:

Students and instructors at Camosun College have a right to work in an environment that is free from harassment and intimidation. Disrespectful conduct and improper behaviour will not be tolerated.

Please refrain from using any electronic devices (such as cellphones or texting devices) to send or receive text messages during class. The use of lap-top computers is only permitted to students who have provided documentation of medical circumstances and/or who have supplied a documented request for accommodation through the Disability Resource Centre. Any use of electronic devices (without a documented medical cause or Letter of Accommodation) during class time will result in a mark of 0% on the Participation Grade. Unpermitted use of electronic devices during an exam or in-class assignment constitutes a breach of the Student Conduct Policy and will result in a grade of 0% on the assignment.

Similarly, all discussion between individuals in the classroom should be directed towards relevant material. Students should not distract others and interrupt lectures with “table talk” (that is, conversations about personal matters that have no relevance to classroom discussion.) Students who need to sleep or to eat large meals are advised not to use the classroom for such purposes. Professional behaviour is a key expectation in this course: students who continually engage in inappropriate behaviour will be asked to leave the classroom.

9. Professional Responsibility:

Overall, it is expected that students will demonstrate a professional sense of responsibility concerning their work and their personal conduct at the college. Students are generally expected to hold themselves responsible for submitting work according to deadlines and format requirements, and for successfully completing the requirements of this course. To that end, they are also responsible for ensuring that they attend lectures and do **all** the assigned readings.

Students are also responsible for keeping themselves informed about what is happening in class. The instructor is available during scheduled office hours, if you have questions or concerns regarding the course. However, he is **not available** outside of office hours (unless an appointment has been agreed upon beforehand), and he **will not** be in his office during weekends. Any phone messages or e-mail messages left for him during the weekend will not be received until the next business day.

Students should only communicate with the instructor via e-mail for serious matters. Please do not send copies of papers in progress, or inquire about grades or missed lecture material via e-mail. E-mail may be used to inform the instructor of an upcoming absence, but the e-mail message itself by no means constitutes official documentation of the absence.

Students are responsible for the grades they receive during this course. Grades are determined by the work that each student submits, and by each student’s performance in the course. It is not considered professional for a student to inform an instructor of the grade that he or she “needs” or “expects” from any course. The instructor is willing to work with individual students to improve their writing skills, if such requests for assistance are made well in advance of an assignment’s due date. However, instructors can make no guarantee that students will get the grades that they want. **Therefore, please be advised that grades are NOT negotiable.**

Students are also responsible for taking notes in class. This skill is a necessity in the post-secondary classroom, and business professionals greatly value any employee who is able to listen carefully and to record information accurately. For this reason (and since much classroom discussion is generated spontaneously, rather than from a script), **the instructor refrains from publishing lecture notes or from making them available as photocopies or as e-mailed slides.** Students who are absent from a class should make their own arrangements to receive the missing material from a trusted colleague. **Please avoid asking the instructor for copies of his notes or slides,** and by no means ask him if he talked about anything important in the missed class! (This is a classic First-Year *faux pas*!)

10. Essay Format:

Take-home assignments must be submitted as word-processed documents. Paper copies of assignments must be handed in to the instructor in class on the day they are due. (Please do not ask the instructor to print a copy of your work for you.) Students must also submit an **electronic copy** of the major assignments (Short Fiction Essay, Annotated Bibliography, and Literary Research Essay) **via e-mail on the due date**. Please format your assignments as MS Word documents.

Papers must be **type-written** and **double-spaced**, using a **12-point** font. (Times New Roman is recommended for clarity and legibility.) All assignments submitted to the instructor should be bound together with a staple attached to the upper-left corner. Please do not use vinyl folders or binders for your submitted work.

Hand-written work is **ONLY** acceptable for in-class assignments, quizzes, and exams.

Each page of a major written assignment must be formatted according to the following specifications: 12-point font; 1 inch margins at the top, bottom, and right-hand side of the page; 1.5 inch margin on the left. Each page will require a page number in the top right-hand corner, according to MLA convention. Major written assignments should also include a **word-count**, which can be indicated at the end of the text of the paper, **before** the “Works Cited” or “References” bibliography. If this format is followed correctly, each page should contain 250-300 words.

Correct spelling, grammar, punctuation, and sentence structure are essential elements of clear communication. Students are encouraged to proof-read their work for errors, and to avoid submitting work that appears shoddy, careless, or unprofessional (such as the result of a “last-minute” effort). Either Canadian/British or American spelling is acceptable for written assignments, but whatever form is chosen should be used consistently.

Students are advised to retain a copy of their work until after the original assignment has been graded and returned. The instructor will not accept responsibility for work that is lost or goes missing. Students should also retain all assignments until after they receive their final marks.