



## 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:	Raj Mehta		
(b)	Office Hours:	Tuesday 10-11am, or by appointment		
(c)	Location:	Paul 318		
(d)	Phone:	3328	Alternative Phone:	
(e)	Email:	mehta@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.)

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

Norton Introduction to Literature – Portable 11<sup>th</sup> Ed.  
Norton Critical Edition: Robinson Crusoe (2<sup>nd</sup> Edition)

(b) Other

### 4. Course Content and Schedule

#### Tentative Course Calendar

Week of

Jan 11

Course Intro and Overview

#### Unit One: Short Fiction

Jan 18

Assigned Reading:

Mays, "Introduction" (p. 1-10)

Mays, "Fiction: Reading, Responding, Writing" (p. 12-53)

Jan 25

Assigned Reading:

Mays, "The Elements of the Essay" (p. 1233-1242)

Mays, "The Writing Process" (p. 1243-1257)

Mays, "The Research Essay" (p. 1258=1275)

Feb 1

Assigned Reading:

Hemingway, "Hills Like White Elephants" (p. 114)

Chopin, "The Story of an Hour" (p. 295)

Mays, "Paraphrase, Summary, Description" (p. 1229-1232)

Feb 8

NOTE: I am in Brazil for a conference this week.

Assigned Reading:

Stephen Crane, "The Open Boat" (p. 245)

Herman Melville, "Bartleby, the Scrivener" (p. 372)

Feb 15

Assigned Reading:

Franz Kafka, "A Hunger Artist" (p. 327)

James Baldwin, "Sonny's Blues" (p. 73)

Mays, "Quotation, Citation, and Documentation" (p. 1276-1302)

### Unit Two: Drama

Feb 22

Assigned Reading:

Mays, "Drama: Reading, Responding, Writing" (p. 740-771)

Feb 29

*Trifles* Con't

**MIDTERM**

### Unit Three: Poetry

Mar 7

Assigned Reading:

Mays, "Poetry: Reading, Responding, Writing" (p. 450-482)

Mar 14

Assigned Reading:

Auden, “[stop all the clocks; cut of the telephone]” (p. 539)

--“Musee des Beaux Arts” (p. 664)

Matthew Arnold, “Dover Beach” (p. 507)

Owen, “Strange Meeting” (p. 604)

--“Dulce et Decorum Est” (p. 701)

Begin *Robinson Crusoe*

#### Unit Four: The Novel

Mar 21

Assigned Reading:

*Robinson Crusoe*

“Eighteenth – and Nineteenth – Century Opinions” (*Robinson Crusoe*, p. 257)

Mar 28

Crusoe Con't

Assigned Reading:

Watt, “*Robinson Crusoe* as a Myth” (p. 288)

Marx, “[Crusoe and Capitalism]” (p. 274)

McKeon, “Defoe and the Naturalization of Desire” (p. 402)

April 4/11

**FINAL ESSAY ON ROBINSON CRUSOE DUE APRIL 11**

December 7

## FINAL EXAM ON CAMPUS (TBA)

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

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

#### (a) Assignments

<u>Assessment</u>	<u>Weighting</u>
Quizzes	30%
Midterm	20%
Final Essay	20%
Final Exam (ON CAMPUS)	30%
Total	100%

### 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.
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 <sup>rd</sup> 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](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

Course Policy

#### Assignments

Assignments are due on the dates/times specified – at the beginning of class. No late assignments are accepted save for verifiable medical emergencies. Quizzes are unannounced and done in class. Quizzes cannot be made up (i.e missed quizzes = F on the quiz in question).

All assignments are to be submitted in 12-point, Times New Roman. Submissions must follow MLA style.

**You must complete ALL assignments to earn a "C" or higher in this course.**

#### Guidelines for essay grades:

We presume correctness and fluency in your writing. Your instructor evaluates essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable excellence. **There is no difference in other words, between an 'A' and a 'B' paper save on matters of content.** Both are free of sentence-level issues. This is not a grammar course – again, **we assume mechanical correctness in your writing.** Grades are administered as letter grades only. A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors. An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility. "D" and "F" level assignments do not meet the basic expectations of the assignment.

#### Academic Honesty

In cases of academic misconduct, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity. In addition to plagiarism, academic dishonesty include but are not limited to:

Cheating: Copying from another student or using unauthorized aids or persons during an examination.

Falsification: Making up fictitious information and presenting it as factual or altering records for the purpose of misrepresentation. Facilitation: Helping another student to cheat, plagiarize, or falsify.

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, etc. A simple listing of books, articles, and websites is not sufficient. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or common knowledge. What constitutes common knowledge can sometimes be unclear; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." If in doubt, provide the citation(s).

**E-mail:**

I try to respond to messages in a timely fashion, but since I receive dozens of messages each day, I ask that you use e-mail prudently and expect at least 48 hours for a reply. I usually do not respond to emails at the end of the day or on weekends.

Here are some guidelines:

**DO NOT EMAIL ASSIGNMENTS.**

Subjects that are best handled via email include questions about course readings and the nuances of specific assignments or to set up or cancel an appointment.

Announcements, schedule changes, and corrections to/deviations from the course outline and calendar are made in class – it is your responsibility to keep tabs on classes. I do not respond to emails that query me about missed material.

**Electronic Devices**

No devices (phones, electronic dictionaries, tablets, laptops, etc.) may be used in class, during the midterm and final exam.