

- 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

English 161 coursepack (on D2L and you may print) (has poetry and short stories)
Hamlet by Shakespeare, Broadview Press (ISBN: 978-1-55481-378-0) (you need this edition)
Aubrey McKee by Alex Pugsley, Biblioasis (ISBN: 978-1-77196-311-4)

Note: because you are spending so much time reading on screen, I recommend that you print the coursepack (or at least selections as needed) and buy hard copies of *Hamlet* and *Aubrey McKee* (digital versions are available, and the bookstore has hard copies)

4. Course Content and Schedule

Note: all times refer to local time at Camosun College

Reading needs to be done before the class in which the literature is to be discussed. It is helpful to have a hard copy of the literature when we are discussing it. The stories and poems are arranged in the course pack with stories first. And all stories and poems are arranged alphabetically by author's last name. The dates listed are those of the synchronous sessions on Mondays. Please read the selections for the date specified. Other work and information will be posted on D2L. This reading list is subject to change, depending on our discussions.

January

11 Introduction to course

January 18

Chopin "The Story of an Hour"

Jackson "The Lottery"

Wharton "Roman Fever"

January 25

Poe "The Cask of Amontillado"

King "Borders"
Faulkner "A Rose for Emily"

February 1
Saunders "My Flamboyant Grandson"
Baldwin "Sonny's Blues"

February 8
Lahiri "The Interpreter of Maladies"
Fitzgerald "Babylon Revisited"
Simpson "Big Water"

February 10 ESSAY DUE (short story essay)

February 15—no synchronous session (Family Day)

February 22
Alex Pugsley *Aubrey McKee*

March 3
Alex Pugsley *Aubrey McKee*

March 11 ESSAY DUE (*Aubrey McKee*)

March 8-22 Poetry (I'll let you know in advance which poems to read, roughly in this order)

Shakespeare Sonnet 73
Williams "The Red Wheelbarrow"
Pound "In a Station of the Metro"
Browning "My Last Duchess"
Marvell "To His Coy Mistress"

Hughes "Theme for English B"
Mirikitani "Suicide Note"
Rich "Aunt Jennifer's Tigers"
Piercy "Barbie doll"
Roethke "My Papa's Waltz"
Wordsworth "I Wandered Lonely as a Cloud"
Atwood "Variations on the Word *Love*."

Owen "Dulce et Decorum Est"
Auden "Musée des Beaux Arts"
Donne "Death Be Not Proud" (Holy Sonnets 10)
Dickinson "Because I could not stop for Death—"
Belcourt "Love Is a Moontime Teaching"

Cummings "l(a"
Collins "Introduction to Poetry"
Cummings "pity this busy monster"
Milton "When I Consider How My Light Is Spent"
Larkin "Aubade"

March 24 ESSAY/ASSIGNMENT DUE (poetry)

March 29-April 12 *Hamlet*

April 14 ESSAY DUE (*Hamlet*)

5. Basis of Student Assessment (Weighting)

Note: all times refer to local time at Camosun College

60% (I will take the top three grades from the following four assignments)

short story essay (1000-1250 words; due February 10, 4pm)

novel essay (1000-1250 words; due March 11, 4pm)

poetry essay/assignment (due March 24, 4pm)

drama essay (1000-1250 words; due April 14, 4pm)

10% responses/posts (various times throughout course)

30% final exam (covers entire course, includes at least one essay, timed three-hour, done during exam period)

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

suggested as needed

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts

@ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.