



## **English Literature II (6 credits)**

Prerequisites: none

**Term A&B, Fall 2014**

**Term C&D, Winter 2015**

Weekly, Monday 6:30 – 9:30 p.m.

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### **Course Description**

This course focuses on the major genres of narrative, non-fiction, drama, and poetry. In addition to learning the tools of critical analysis, students will be introduced to grammar and writing, with emphasis placed on classroom discussion and the practice of writing and revision.

### **Textbooks and Readings**

Required:

Atwood, Margaret. *The Handmaid's Tale* – Print edition to be announced.

Bronte, Charlotte. *Jane Eyre* – Print edition to be announced.

Readings Package

Lewis, Janet. *The Wife of Martin Guerre*. Athens: Swallow Press, 1980. Print.

McInerney, D.Q. *Being Logical: A Guide to Good Thinking*. New York: Random House, 2005. Print.

Rampolla, Mary Lynne. *A Pocket Guide to Writing in History*. 7<sup>th</sup> ed. Boston: Bedford, 2010. Print.

Rooke, Constance. *A Guide to Writing English Essays*. 3<sup>rd</sup> ed. Ontario: Nelson, 2004. Print.

Shakespeare, William. *Macbeth: The Oxford Shakespeare*. Ed. Nicholas Brooke. Oxford: Oxford University Press, 2008. Print.

Strunk, William and White, E.B. *The Elements of Style*. New York: Macmillan Publishing, 1979. Print.

Wyndham, John. *The Chrysalids*. London: Penguin, 1958. Print.

Recommended:

Aaron, Jane E. and Bander, Elaine. *The Little Brown Essential Handbook for Writers*. 4<sup>th</sup> ed. Canada: Pearson, 2011. Print.

### **Course Outcomes:**

Students will be able to:

1. Demonstrate thoughtful and critical analysis, both in written assignments and during in-class discussions, of a variety of texts.
2. Demonstrate careful attention to the use of language as a tool for communication, including the use of academic register where appropriate.
3. Demonstrate the skills necessary for clear and logical writing, including the use of organization strategies, careful revision, and the proper use of vocabulary and grammar.
4. Employ the use of the Chicago/Turabian Style for formatting papers.

### **Course Requirements:**

Class Participation:	5%
Small Writing Assignments:	5%
Research Essay:	5%
Peer Comments and in-class critique:	10%
Revised Research Essay:	10%
Oral Presentation	5%
Midterm Exam:	10%
Essay 3:	10%
Essay 4 or Creative Option:	10%
Final Exam:	30%

### **1. Class Participation**

Participation grades will be based on students' timely and reflective reading of the course material as evidenced by their participation in class discussion. Students will be asked to read continuously throughout the term, and are advised to read at least one novel or play over the Christmas break.

### **2. Small writing assignments**

Brief exercises in writing will be assigned throughout both the fall and winter terms in order to provide students with an opportunity to practice their skills.

### **3. Research Essay**

One 10-12 page research essay will be assigned in the fall semester. Students will be asked to consider topics that combine both close and historical/cultural readings of the text. For students enrolled in the University Track program, this essay will, in conjunction with the Peer Comments and Revised Research essay assignments, be counted in place of two essay assignments in order to meet the requirements for English 110 as outlined by the Department of English at the University of Saskatchewan. Research essays require a minimum of **five** scholarly sources, at least three of which must be print sources.

#### **4. Peer Comments and in-class critique**

Students will be required to hand in a **complete and well-developed draft** of their research essays to their instructor and a select group of their peers. Students will then have a few days to read and edit the essays they receive from their peers; approximately two pages (double spaced) of critical comments and suggestions will be written for each essay. These comments sheets may be in point-form but they must use complete sentences and proper grammar and spelling. Students will bring their comments and the edited essays to the next class so that they can give each member of the group an edited copy of his or her work and the corresponding comment sheet. Students will then be asked to ‘workshop’ each essay in turn, working in groups to expand on the written comments and discuss areas of success or failure in the essays. During this process, students will be asked to remember that having one’s work critiqued can be a very intimidating experience, and that it is important to emphasize both positive and negative aspects of the work while retaining an attitude of respect for the author throughout. Students will be graded on the quality of their written comments (a copy of which will also be given to the instructor) and their participation in the critique. They are also reminded that **neither the first draft of the research essay nor the in-class critique can be eligible for extensions.**

#### **5. Revised Research Essay**

Students will have an opportunity to revise their essays based on the written and verbal comments they receive from their peers and the instructor. A revised and complete version of the essay will then be handed on the assigned due date. Grades will be based on the quality of the essay **and** on the degree to which it has been revised.

#### **6. Oral Presentation**

Students will adapt their final research paper and provide a ten-minute oral presentation of their thesis and major arguments to the class. Concision, careful editing, and techniques for oral delivery will be emphasized.

## 7. Midterm Exam

A Midterm exam will be scheduled after the last day of classes in term 1. The exam will last for no more than three hours during which students will be asked to write short, critical reflections on material we have covered throughout the year. Grades will be based on the quality of analysis and on the clarity of the writing, and grammar and spelling will also be taken into account.

## 8. Final Exam

A final exam will be scheduled after the final day of class, and will cover material from both the fall and winter terms. The exam will last for three hours and be divided into three parts. In part one, students will be asked to write short, critical reflections on material we have covered throughout the year. In part two, students will write one full-length essay that they will prepare ahead of time. Essays topics may address any text covered during the year, but students may not write on a topic that they have already addressed in another assignment. In part three, students will be asked to write a full-length explication of a poem they have not seen before the exam. Grades will be based on the quality of analysis and on the clarity of the writing, and grammar and spelling will also be taken into account.

## Formatting Guidelines

1. All assignments should be typed, double-spaced, include page numbers, a title page, and use Times New Roman font. Follow the Chicago Manual Style of formatting for all essay assignments.
2. Many assignments can be submitted through Populi alone. However, make sure the assignment is attached as an **MSWord document**. Do not submit assignments in the body of an email, on discussion boards, etc. All essays, creative assignments, and comment sheets for the critique should all be submitted in hard copy.
3. Include a title page with **every** assignment you submit. Your title page should include:
  - a) **The title of your work**. Center your title near the top of the page, but do not increase the font, make it bold, or set it apart in any other way. Also, consider that titles should aid a reader by reflecting the content of your work. Do not be so creative with your title that I can't tell what the assignment is about!
  - b) **Your name**, the **date** the assignment is due (or the date handed in if the assignment is late), the **instructor's name**, and the **course name and number** should all appear, in that order, somewhere in the lower third of your title page. Each item should appear on a separate line,

one below the other, and you may either center or right adjust the whole group as you choose.

- c) Do not include any pictures, graphics, or other material on your title page. Keep things crisp and clean.
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- 4. **Number the pages** of your assignments. Page numbers should appear on the upper right-hand corner of the page, beginning on the second page of the body of the work (there is a setting for this in Word). Do not number your title page, but do number the pages of your Works Cited list or bibliography.
  - 5. You may choose whether or not you want to use **headings** in your essays. Many people include headings during the writing process but remove them once the essay is complete. Use headings as you feel they aid you in writing or clarify the structure of your paper.
  - 6. Use **Chicago Manual Style** for all footnotes, endnotes, bibliographies, and works cited lists. Works Cited lists are appropriate for material that you cite directly in your essay. Use a bibliography when you want to reference material that you have borrowed in some way but have not cited directly. You should choose to use **either** a works cited list **or** a bibliography, depending on whether or not you need to reference unquoted material. Do not include both in one essay.
  - 7. You may use **parenthetical citations** for page numbers **if** you are only citing one text throughout your assignment or essay (as is often the case in close reading). Appropriate use of parenthetical citations will be discussed in class.
  - 8. Remember that **footnotes/endnotes** are formatted differently than bibliographic entries. Also, remember that citations for different types of texts are formatted differently. *A Pocket Guide to Writing in History* provides a fairly comprehensive guide for citing most types of sources you will encounter. You can also access the Chicago Manual of Style Online through the library.

Late assignments will be penalized according to Horizon's late assignment policy:

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|-------------------------|----------------|
| • 1-3 days late         | -10%           |
| • 4-6 days late         | -20%           |
| • more than 6 days late | automatic fail |
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- Late assignments will be returned with a grade only (no comments).
  - Failure to complete **all** coursework will result in automatic failure of the course.
  - Incomplete assignments will be considered not handed in.
  - Assignments without a name will be considered not handed in.
  - Improperly formatted assignments will be penalized 10% for the first offense, 20% for the second, and considered not handed in on the third.

## Plagiarism

Plagiarism involves representing the words, ideas, or research of another person as your own. It is a serious offence that threatens the integrity of both the individual and the institution at which he or she is studying. Please see chapter 6 in *A Pocket Guide to Writing in History* for a detailed discussion about what plagiarism is and how you can avoid it. Instances of plagiarism in this class will result in a) automatic failure of the assignment; b) possible failure of the course; c) possible further academic penalty, including expulsion from the college.

## **Horizon College/University of Saskatchewan Assessment of Student Work**

### **Grading System**

**90-100% [Exceptional]** – a superior performance with consistent strong evidence of: • a comprehensive, incisive grasp of the subject matter; • an ability to make insightful critical evaluation of the material given; • an exceptional capacity for original, creative and/or logical thinking;

• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**80-89% [Excellent]** – an excellent performance with strong evidence of: • a comprehensive grasp of the subject matter; • an ability to make sound critical evaluation of the material given; • a very good capacity for original, creative and/or logical thinking;

• an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

**70-79% [Good]** – a good performance with evidence of: • a substantial knowledge of the subject matter; • a good understanding of relevant issues and a good familiarity with the relevant literature and techniques; • some capacity for original, creative and/or logical thinking; • a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

**60-69% [Satisfactory]** – a generally satisfactory and intellectually adequate performance with evidence of: • an acceptable basic grasp of the subject material; • a fair understanding of the relevant issues; • a general familiarity with the relevant literature and techniques;

• an ability to develop solutions to moderately difficult problems related to the subject material; • a moderate ability to examine the material in a critical and analytical manner.

**50-59% [Minimal Pass]** – a barely acceptable performance with evidence of: • a familiarity with the subject material; • some evidence that analytical skills have been developed; • some understanding of relevant issues;

• some familiarity with the relevant literature and techniques; • attempts to solve

moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

**Under 50% [Failure]** – an unacceptable performance