

**English 160-002**  
**Introduction to Literature**  
**Spring 2006**

**Instructor:** Thom Bland  
**Office:** Paul 335 Phone: 370-3359 (Messages-24 hours) Note: email preferred  
**Class Times:** Monday and Wednesday 9:00 to 11:50 in Young 211  
**Office hours:** Monday and Wednesday: 12:00 to 2:00 Tues and Thurs: and 11:00 to 1:00  
**Email:** bland@camosun.bc.ca (checked frequently)

**Texts:** *English 160 Course Pack* edited Thom Bland

*The Curious Incident of the Dog in the Night-Time*, Mark Haddon

*The College Style Sheet*, Furberg and Hopkins, 5th Edition

**Calendar Description:**

A study of fiction (novels and short stories), poetry, and drama, introduces the student to literary criticism and analysis. The student will read selected works in each genre and will learn to recognize and discuss, orally and in writing, the elements of literature such as plot, theme, characterization, setting, point-of-view, and narrative technique.

**Intended Learning Outcomes**

In reading literature, students will be encouraged to make connections, consider meaning, make and support inferences, and evaluate.

Instructors will select course materials and provide information to enable students to:

1. Analyze literature in the genres of poetry, fiction, non-fiction, and drama from different periods.
2. Analyze literature by men and women from various cultural backgrounds.
3. Identify literary forms, elements, and techniques.

In discussing literature, students will be given the opportunity to develop and communicate responses and interpretations using varied methods and resources. Students will be expected to:

1. Distinguish between literal and figurative meaning.
2. Use literary terms such as metaphor, irony, character, setting, and plot.
3. Use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction.
4. Analyze themes.
5. Identify a variety of literary theories.
6. Develop an informed critical response.

In writing about literature, students will be expected to explain, support, and illustrate points in essays by:

1. Using a critical approach with appropriate language.
2. Comparing pieces of literature in English.
3. Documenting sources using current MLA bibliographic conventions.

**Course Objectives:** Students in English 160 are encouraged to do the following:

- make connections, consider meaning, make and support inferences, and evaluate. Instructors will select course materials and provide information that will enable students to
- read literature in the genres of poetry, fiction, and drama from different periods;
- read literature by men and women from various cultural backgrounds;
- recognize literary forms, elements, and techniques.

In discussing literature, students will be expected to

- develop and communicate responses and interpretations
- distinguish between literal and figurative meaning;
- use literary terms such as metaphor, irony, character, setting, and plot;
- use vocabulary associated with analyzing fiction, poetry, and drama;
- analyze themes;
- develop an informed critical response.

In writing about literature, students will be expected to explain, support, and illustrate points in essays by

- using appropriate language;
- comparing pieces of literature in English;
- documenting sources using current MLA bibliographic style

For the last point, see <http://webster.commnet.edu/mla.htm> This is a wonderful guide to MLA style.

Evaluation: There will be four assignments.

Exam 1	May 29	40
Exam 2	Exam Week	40
Essay 1	May 31	50
Essay 2	June 21	50
Participation/Presentation		20
<b>ALL WORK MUST BE COMPLETED TO ACHIEVE A PASSING GRADE. A FAILURE OF IN-CLASS WRITING WILL RESULT IN A FAILURE FOR THE COURSE</b>		
<b>Total 200</b>		

**Attendance:**

It is impossible to pass this course without at least 80% attendance. Your attendance level has a direct influence on your participation grade.

**Due Dates:**

Essays are due on the dates specified. 10% will be deducted for EACH the first TWO days a paper is late--for a total of 20%. After this period, the work will not be accepted.

**Essay Format:**

Submit **ALL** essays **TWICE**. **ONE** copy should be on paper and be double-spaced, typed, and please do not put them in folders; corner stapling is all that is required. Type on one side of the paper only. The **SECOND** copy should be submitted electronically as an attachment to an email.

Use the MLA style described in the *College Style Sheet* or see <http://webster.commnet.edu/mla.htm>

All essays should have a works cited page. All essays should be in formal, academic tone. If you don't know what this means, see me.

**Evaluation Guide**

As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

F Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

D Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.

C Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

C+ Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

B Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Ideas are well supported.

A The kind of work that might be expected at the next level up. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

Camosun College's Percentages and Letter Grade Equivalents:

A+	95 - 100	B-	70 - 74
A	90 - 94	C+	65 - 69
A-	85 - 89	C	60 - 64
B+	80 - 84	D	50 - 59
B	75 - 79	F	0 - 49

**My Philosophy:** your academic well-being is one of my responsibilities. If you have ANY academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can.

**Plagiarism:** Plagiarism is putting someone else's PROSE OR IDEAS into your writing and not saying where you got them. You thereby imply that the other person's work is your own. This is serious and will be dealt with accordingly. If you do not understand my definition please see me. You will be asked to sign a document clarifying that you understand what plagiarism can mean to your academic career.

**Participation:** You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments OUTSIDE of class as an indication of your participation. Your attendance, as mentioned above, has a direct influence on your participation grade.

**Student Experts:** Of course, you **WILL** be expected to read **ALL** of the relevant literature before each class. You will be assigned a specific question, set of questions, or work for each of the four genres. You will be called upon to act as the expert for this piece. **YOU AND/OR YOUR GROUP WILL ALSO BE PRESENTING AT LEAST FOUR PIECES OF LITERATURE IN CLASS.** I will be discussing this more fully on the first day of class. For now, write down the four numbers you are given on the first day of class and keep them in a safe place.

**Exams:** The course is divided by genre. The first two genres are poetry and drama, and they will make up EXAM ONE. The second two genres are short stories and the novel, and they will make up 80% of EXAM TWO. The remaining 20% of EXAM TWO will include material from the first half of the course. Each exam may include sight readings, short essays, recognition, and short answer questions.

## Tentative Reading List

Works will not necessarily be read in the order presented here, but you may assume that the following list approximates the order. Read ahead. Other works not listed may be brought into class.

### Poetry (Weeks 1 to 3)

1. William Blake	“The Sick Rose”	3
2. William Blake	“London”	4
3. Randall Jarrell	“Death of the Ball Turret Gunner”	4
4. Wilfred Owen	“Dulce et Decorum Est”	5
5. William Carlos Williams	“The Red Wheelbarrow”	4
6. Various	Haiku poems	5
7. John Keats	“To Autumn”	7
8. Andrew Marvell	“To His Coy Mistress”	8
9. John Donne	“The Flea”	9
10. Robert Herrick	“To Virgins...”	9
11. William Shakespeare	“My Mistress’s Eyes....”	10
12. William Shakespeare	“As the waves....”	11
13. William Shakespeare	“Let me not....”	11
14. Dylan Thomas	“Do Not Go Gentle Into That Good Night”	11
15. Gerard Manley Hopkins	“Spring and Fall to a Young Child”	12
16. Robert Browning	“My Last Duchess”	12
17. Robert Browning	“Porphyria’s Lover”	14

18. Gwendolyn Brooks	“The Mother”	17
19. Marge Piercy	“Barbie Doll”	18
20. W. H. Auden	“Musée des Beaux Arts”	15
21. Stevie Smith	“Not Waving but Drowning”	16
22. Li-Yong Lee	“Persimmons”	18
23. Sharon Olds	“Sex Without Love”	21

### Drama (Weeks 3 to 4)

Sophocles	“Antigonê”	22
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1. Discuss the relationship between Antigone and Ismene
2. Discuss the character of Creon
3. Discuss the role of the minor characters and their part in characterization
4. Discuss the essential conflict between Antigone and Creon
5. What would modern feminist say about Antigone?
6. Relate Antigone to one or more of the poems we have read. You might want to think about the objectification of women and women’s roles.

### Short Story (Weeks 4 to 5)

Writer	Work	Page
1. Kate Chopin	“The Story of an Hour”	47
2. Edgar Allen Poe	“A Cask of Amontillado”	49
3. Alice Munro	“Boys and Girls”	53
4. Ha Jin	“Broad Daylight”	66
5. James Joyce	“Araby”	60
6. Katherine Mansfield	“Her First Ball”	63
7. William Faulkner	“A Rose for Emily”	73
8. Joyce Carol Oates	“Where Are You Going, Where Have You Been”	78
9. Flannery O’Connor	“A Good Man is Hard to Find”	87
10. Joyce Gilman	“Yellow Wallpaper”	96

### Novel (Weeks 5 to 7)

*The Curious Incident of the Dog in the Night-Time* by Mark Haddon

The fourth number you are given refers to page numbers in the novel.