

English 115-2

Introduction to Language and Literature (3)

CLASS:

Winter 2013

W F 8:15-9:30am

Room A2210

Office Hours: W F 2:00-3:00pm

INSTRUCTOR:

Dr J. Goossen

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DESCRIPTION

This course introduces students to post-secondary studies in English by examining developments in literature and language in and over time. Students will study particular themes and compare different genres in and across a broad array of texts, placed in their historical contexts, which may range from the renaissance to contemporary times. This course aims at developing sensitivity to genre, cultivating writing skills, and providing students with a set of literary terms and critical techniques as a foundation for further literary study.

A minimum of 30% of class time will be devoted to writing instruction. Because the course integrates writing instruction with the study of literature—writing through literature—the stated minimum will normally be exceeded. Graded written assignments, informal writing exercises, writing workshops, free-writing exercises, stylistic analysis, research skills, peer editing, multiple drafts, and ungraded writing will be undertaken. Students will be required to write at least two essays that will be marked and formally graded. During the course, students will write at least 3000 words.

OBJECTIVES

- To introduce students to major literary genres, concepts, and terms
- To teach students literary analytical techniques with which to understand literature for their profit and delight
- To build competence in writing through the study of literature, giving close attention to mechanics, structure, argument, editing, and research techniques

REQUIRED TEXTS

Hacker, Diana. *A Canadian Writer's Reference*. 4th ed. Boston: Bedford/St. Martin's, 2008.

Meyer, Michael. *Thinking and Writing About Literature: A Text and Anthology*. 2nd ed. Boston: Bedford/St. Martin's, 2001.

Lewis, Janet. *The Wife of Martin Guerre*. Athens, Ga.: Swallow, 1967.

Dictionary: Students should own a good desk dictionary (such as the Oxford) to support their writing and their entire course of studies. The mother of all dictionaries, the full *Oxford English Dictionary*, is available via the Ambrose Library website and our course Moodle site.

COURSE REQUIREMENTS

- All assignments are **due at the beginning of class** on the date specified.
- **Readings** must be completed before the class for which they are assigned.
- **Extensions** may be granted on essay assignments in exceptional circumstances, but must be arranged in advance (or vouched for by medical, etc documentation). **Late papers** will be marked down one refined letter grade per class day (Tues-Fri) late.
- **All** assignments must be submitted to receive a passing final grade.
- You are responsible not only for assignments and readings, but for everything discussed **in class**, including any **changes** announced to our course schedule.
- The most current version of this syllabus and any supplementary handouts will always be available on Moodle.

Literalization Exercises – 4 x 5% ea. = 20%

To understand a poem, one must first identify its plain, literal meaning. You will write **five** sonnet literalizations; your best **four** will count toward your grade. Moreover, you may **rewrite** any one literalization. **Due as indicated** on course calendar; **optional rewrite due April 5**.

Essays – 10%, 20%, 25%

Essays will require you to practice three different aspects of literary analysis: **explication (1000 words; 10%)**, **comparison (1250 words; 20%)**, and **research (1500 words; 25%)**. **Due February 6, March 13, and April 5** respectively.

Participation – 5%

Participation is your visible engagement with the class and the texts: look alert, ask questions, share your thoughts, and visit my office when you need help. It goes without saying that this requires regular attendance: skip classes and your grade will suffer.

Final examination – 20%

The exam will be comprehensive of the entire course. **April 16**.

Further directions for these assignments will be given well before they are due.

CLASSROOM ETIQUETTE

In order for each of us to get the most out of this class, please observe the following:

- Arrive on time. Attendance will be taken.
- Do not talk compulsively. Be self-aware and leave space for others' voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- No eating in class. Unslurped beverages are fine.
- Students may not use any device more technologically complex than a pen in our classroom. Beeping mobile phones will be confiscated.

GRADING SCALE

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	Excellent
A-	86-90	Excellent
B+	82-85	Good
B	75-81	Good
B-	72-74	Good
C+	68-71	Satisfactory
C	63-67	Satisfactory
C-	60-62	Satisfactory
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

AMBROSE UNIVERSITY COLLEGE ACADEMIC POLICIES

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar; online). Course extensions are only granted for serious issues that arise due to circumstances beyond the student’s control.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. **Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college.** Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.

Course Schedule – EN 115-2 – Winter 2013

Wednesday	Friday
<p>January 9 Course Introduction</p>	<p>January 11 Description of “Literalization” assignments Entrance writing diagnostic test</p>
<p>January 16 Elements of Poetry and the Sonnet (I) <i>Read</i> Meyer, “Elements”; “The Sonnet,” 225-68 <i>Assignment:</i> Literalization 1 – William Shakespeare, Sonnet 65</p>	<p>January 18 Discussion, Sonnet 65 Literalization 1 due, beginning of class</p>
<p>January 23 Elements of Poetry (II) Description of Essay 1 <i>Read</i> Meyer, “Types of Writing Assignments” pp. 42-45; “Explication” pp. 272-281 <i>Assignment:</i> Literalization 2 – George Herbert, “Avarice”</p>	<p>January 25 Discussion, “Avarice” Literalization 2 due</p>
<p>January 30 Essay Writing: thesis, paragraph, introduction, conclusion <i>Assignment:</i> Literalization 3 – John Donne, Holy Sonnet 14</p>	<p>February 1 Discussion, Holy Sonnet 14 Essay Writing: source citation Literalization 3 due</p>
<p>February 6 Elements of Fiction <i>Read</i> Meyer, pp. 137-139; 142-43; 151-62; 165-69; 171-74. <i>Assignment:</i> Lit. 4 – Philip Sidney, <i>Astrophil & Stella</i> 52 Essay 1 due</p>	<p>February 8 Discussion, <i>Astrophil & Stella</i> 52 Literalization 4 due</p>
<p>February 13 The Short Story <i>Read</i> Flannery O’Connor, “Good Country People” (in Meyer pp. 803-16)</p>	<p>February 15 Essay 1 Analysis; Essay 2 Description <i>Assignment:</i> Literalization 5 – G. M. Hopkins, “As Kingfishers”</p>
TERM BREAK	
<p>February 27 Community Day – class cancelled</p>	<p>March 1 Discussion, “As Kingfishers” Literalization 5 due</p>

Wednesday	Friday
<p>March 6 The Novel <i>Read</i> Janet Lewis, <i>The Wife of Martin Guerre</i> (Chapters 1-2)</p>	<p>March 8 <i>The Wife of Martin Guerre</i> (Chapter 3)</p>
<p>March 13 Drama; Introduction to <i>Hamlet</i> <i>Read</i> Meyer pp. 282-92; 335-44; William Shakespeare, <i>Hamlet</i> 1.1-2.2 (Meyer pp. 345ff) Essay 2 Due</p>	<p>March 15 <i>Read Hamlet</i> 3.1-3.4</p>
<p>March 20 Research Techniques and Critical Approaches to Literature <i>Read</i> Meyer pp. 56-78; 118-34 Essay 2 Analysis; Essay 3 Description</p>	<p>March 22 <i>Read Hamlet</i> 4.1-5.2</p>
<p>March 27 Peer Review Workshop Essay 3 full draft due</p>	<p>March 29 Good Friday – class cancelled</p>
<p>April 3 Exit writing diagnostic test</p>	<p>April 5 Last Class Exam Review Essay 3 final version due Literalization rewrite due (optional)</p>
Final Exam: Tuesday, April 16, 1:00-4:00pm	