



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2017

EN1220 (D3): Texts and Contexts – 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Dr. Craig Smith **PHONE:** 780-539-2894
OFFICE: C308 **E-MAIL:** CrSmith@gprc.ab.ca
OFFICE HOURS: Tuesdays and Thursdays 10:00-11:30; or by appointment

CALENDAR DESCRIPTION: This course will explore a specific issue (to be determined by the instructor) using a variety of genres and media. Instruction will include essay writing skills. Because the course content will vary among instructors, it is strongly recommended that students consult an academic advisor or the Department of Arts and Education for more specific descriptions regarding the course focus.

PREREQUISITE(S)/COREQUISITE: none

REQUIRED TEXTS/RESOURCE MATERIALS:

Levi, Primo – *Survival in Auschwitz*

Ozick, Cynthia – *The Shawl*

Rosenbaum, Thane – *Golems of Gotham*

Roth, Philip – *The Ghost Writer*

Other class readings will be posted to Moodle; it is your responsibility to ensure that you are able to access and read these documents well in advance of the class in which they will be discussed.

DELIVERY MODE(S): The course work includes lecture, class discussion, in-class quizzes, writing instruction and assignments.

COURSE OBJECTIVES: This course will explore origins and development of Holocaust literature. Reading a variety of genres, we will discover how testimonies, fiction, poetry, and film have helped to make sense of an atrocity of staggering,

unimaginable proportions. As the course progresses, we will also attempt to come to an understanding of the challenges – artistic, political, spiritual, and ethical – posed by the event and its representations.

LEARNING OUTCOMES: After taking this course, the successfully participating students will demonstrate the following:

- Knowledge of, and the ability to use, a critical vocabulary suited to the discussion of English literature
- An understanding of the basic timeline of events relating to the Holocaust and its aftermath and a corresponding ability to contextualize written responses to it
- Familiarity with terminology appropriate to discussion of the Holocaust and its representations
- An understanding of the interrelation of text and context in the production and consumption of literary texts
- Skills crucial to effective college-level composition

TRANSFERABILITY: UA, UC, UL, AU, GMU

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Participation – 10%

Reading quizzes – 10%

Midterm exam (February 16) – 15%

Major writing assignment – 30% (total)

 Stage One (Due Week Three) – 5%

Stage Two (Due Week Six) – 10%
 Stage Three (Due Week Thirteen) – 15%
 Discussion questions – 5%
 Final exam – 30%

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Weeks 1-4: Memorializing Atrocity: Testimony, Fiction, Poetry

Weeks 4-7: Moving Traumas: America and the Holocaust

February 20-24: Reading Week (No Classes)

Weeks 8-11: Contested Meanings: The Holocaust and its (Mis)Use

Weeks 12-14: The Holocaust Legacy: Second and Third Generation Survivors

STUDENT RESPONSIBILITIES:

1. Written assignments are to be submitted directly to me as a hard copy. I will not accept electronic copies. It is the student’s responsibility to retain a copy of ALL assignments submitted for grading; in the unlikely event of theft or loss, a duplicate copy must be available upon request.

2. Written assignments are to be submitted *on time*. This means that they are due *before the beginning of class*. Late assignments will incur a penalty of **5%** per day, with weekends counting as

one day. Assignments more than one week late forfeit the right to full commentary.

3. Extensions will **not** be granted for written assignments except in extenuating circumstances. Documentation will be required.

4. Students are expected to attend *all* classes. Unexcused absences will negatively affect the participation component of a student's grade and could result in a failing grade for that component of a student's final mark.

5. Participation is not a mere formality but a vital part of the college learning experience. By responding to and posing questions, students become active participants in their own educational development. That said, I am aware that not all students will feel equally comfortable speaking in front of their peers; this difference in temperament need not result in any student receiving a lower grade for participation as there are multiple ways in which students should feel free to participate beyond the classroom. These include, but are not limited to, email conversations with me regarding the readings, lectures, or discussions, or coming to office hours to continue an in-class discussion. Students are also *highly* encouraged to make use of Moodle as a forum for continuing the discussion beyond the classroom. Please note that participation *does not* mean mere physical attendance. Simply showing up for class is not the same thing as contributing to the educational experience of one's peers.

6. Students are required to check the Moodle site for this course before each class to stay informed concerning course updates and announcements.

7. Cellphones are to be turned off and kept out of sight during class time. Students who text while the instructor and/or other students are speaking will lose marks for participation.

8. The midterm is scheduled for February 16, 2017. I will **not** make arrangements for an alternate date for students to write the midterm except in extenuating circumstances. Documentation will be required for any student wishing to write the midterm on an alternate date,

9. The registrar will schedule a final exam for this course sometime during the semester. Students should avoid making travel plans for the end of semester until after the exam schedule is released. Exams **will not** be rescheduled except in extenuating circumstances. Documentation will be required for any student wishing to write the final exam on an alternate date.

Refer to the College Policy on Student Rights and Responsibilities at

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available on the same page.