

English 1010: Critical Reading and Writing
Fall-Winter 2001-02
Lecture/ 6 Credits/ (3-0-0)
Section D23

SEP. 11 2001

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Thursday 3:00 - 4:30 p.m.
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HOW TO GET THE MOST OUT OF THIS CLASS:

- 1) Plan enough time to get the assignments done.
- 2) Read actively. take notes, jot down questions as you read.
- 3) Some reading assignments are longer than others; plan your time accordingly.
- 4) Take responsibility for the success of your small group discussions. Since I can't be everywhere (and since I don't think my role is to police your discussions), it's up to each of you to use your time wisely in your small group. This is your opportunity to discuss issues we have not covered in the larger group and to ask questions of your classmates that you may not feel comfortable asking of the larger group.
- 5) Come to my office with your questions. It is difficult to strike a balance in this course between those of you who already have a strong background in literature, and those of you who have less experience with literature and are unfamiliar with literary concepts/conventions; therefore, it is important that you let me know if you are having difficulties, or if you feel that you want more in-depth discussion.

course description:

This course will be a study of English literature in both its historical and contemporary contexts. We will approach these texts analytically, focussing on the dynamics of race, gender, class, and cultural difference in relation to both reading and writing practices, in order to recognize the function of literature (and literary analysis) in the "real world."

course objectives:

1. To introduce you to a variety of literary works in English within the context of current trends and challenges in the field of literary studies
2. To develop your skills in written communication

TEXTS

Findlay, Isobel. et al. *Introduction to Literature* (4th ed)
Troyka, Lynn Quitman. *Quick Access Reference Book* (Canadian Edition)
Rowling, J.K. *Harry Potter and the Philosopher's Stone*
Shelley, Mary. *Frankenstein*
King, Stephen. *Dolores Claiborne*
Shakespeare, William. *Measure for Measure*
Kogawa, Joy. *Obasan*
Maracle, Lee. *Sojourner's Truth and Sundogs*

I prefer you use the editions of the books on sale at the campus bookstore. If, however, you use other editions, please make certain that they are all unabridged (that no changes have been made to the original text).

evaluation:

reading responses	15%
shorter writing assignments	15%
essay #1	15%
essay #2	15%
essay #3	15%
class presentation	15%
class participation	10% (this includes contributions to class discussions, improvement, attendance, participation in small group work)

OTHER STUFF:

- 1) **Attendance:** You are expected to attend all classes and are responsible for obtaining information given in classes you miss. I am not able to keep track of who did not receive handouts, so be responsible for yourself.
- 2) **Attendance Policy:** You are allowed three unexcused absences. These absences require no explanation on your part—they are “freebies.” An excused absence needs to be cleared with me and usually requires documentation. Any unexcused absences beyond three will lower your grade and your participation grade will be affected.
- 3) Late assignments will not be accepted unless arrangements for late submissions have been made with me at least two days prior to the date on which the assignment is due.
- 4) All work must be submitted personally to me. Keep a copy of all your written work.
- 5) Please see the College Policy on plagiarism under “Academic Conduct” in the Calendar. Plagiarism is never allowed. Plagiarism includes representing the ideas or words of another person as your own without proper acknowledgment and extends to the work of other students, the Internet, books, magazines, journals, TV shows, films, etc. This would not only include direct copying without citing the source, but paraphrasing as well.

ASSIGNMENTS

1) *reading responses*

These will be one page in length and will respond to the works assigned. They should take no longer than twenty minutes to write. They must be written in sentences and not in point form.

On the days they are due (see attached schedule), they are to be submitted to one member of the group for summary.

The group member responsible for the summary will alternate with each submission (there are a total of fifteen reading responses due by April, so each group member will be responsible for doing three summaries during the course).

This summary will be submitted to me by the date due (see attached schedule). **ALL GROUP SUMMARIES ARE A REQUIREMENT. NO LATE SUMMARIES WILL BE ACCEPTED.**

These responses are informal and thoughtful. They will not be graded for correct grammar, style, or mechanics since these are not the purpose of this exercise. The main goal is simply to respond to the readings assigned, and why you think you responded the way you did.

Individual responses and group summaries of responses should follow the format outlined in the handouts provided in class.

There are a total of fifteen reading responses due.

2) *shorter writing assignments*

Assigned topics will be distributed in class.

These will be one paragraph in length and will respond to the topic assigned. They must be written in sentences, and not in point form. **NO LATE SHORTER WRITING ASSIGNMENTS WILL BE ACCEPTED.** There will be a total of 6 short writing assignments in this course. The purpose of these assignments is to help guide you in developing and arguing your ideas effectively in the assigned essays.

Grading Criteria: Each writing assignment will be worth 4 points.

4 = Excellent: writing flows smoothly, points sufficiently developed and persuasive, clear writing, no major errors in matters of convention (grammar, spelling, punctuation, MLA format, sentence structure).

3 = Good: awkwardness and/or wordiness sometimes detract from the smooth flow of ideas, points occasionally could use more development, some errors in matters of convention (grammar, spelling, punctuation, MLA format, sentence structure).

2= Fair: writing is appropriate but mechanical and lacks variety, points lack sufficient development to be persuasive, some errors in matters of convention (grammar, spelling, punctuation, MLA format, sentence structure) that threaten to obscure meaning.

1= Poor: writing is unclear and difficult to follow, ideas lack substance and development, numerous errors in matters of convention (grammar, spelling, punctuation, MLA format, sentence structure) that interfere with comprehension of writing.

3) essays:

Topics will be distributed in class at least two weeks before essay drafts are due.

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There will be a total of three major essays due in this course on the following dates:

ESSAY	DRAFT DUE	FINAL DUE
#1	November 13	November 20
#2	February 12	February 19
#3 <i>Topics Due: March 5</i>	April 2	April 9

Grading criteria (Essays):

Excellent Writing: 9-8 Essay

This essay is clearly written and clearly organized. It demonstrates originality of thought, challenging ideas, and depth of analysis. It is characterized by logical development, support of a central idea with concrete textual evidence, well-constructed sentences and paragraphs, and no major errors in spelling, punctuation, sentence structure, and word usage.

Good Writing: 7-6 Essay

While this essay is well-written, it is unevenly so. The discussion is not the in-depth and thoughtful analysis that it should be and ideas often need to be developed more to be persuasive. At times, the paper seems to have a mechanical quality. It is characterized by a good demonstration of thought and written expression, good organization and development of a central argument, adequate supporting evidence, clear language, and no major mechanical spelling errors.

Satisfactory Writing: 5-4 Essay

This essay is clear, and represents a real attempt at an academic essay. Its ideas are underdeveloped, however, and the logical flow of the argument is unclear. It is characterized by lapses in supporting evidence and explanation, insufficient depth of analysis, and a minimum of mechanical, spelling, and usage errors.

Poor writing: 3 Essay

This essay is difficult to read because of unclear thoughts, ineffective language, lack of sentence and paragraph clarity and/or major mechanical, spelling, and usage errors.

Unacceptable Writing: 2-1 Essay

This essay represents a failed attempt at academic writing and because of incoherent structures, poorly developed ideas, failure to develop a central idea, poor sentence structure, poor paragraph development, and frequent mechanical, spelling, and usage errors, it is virtually impossible to understand.

4) class presentations (due: second semester)

Each group will be required to present the scene assigned to you from *Measure for Measure* (some class time will be provided to work on this assignment) to the class. Your duty will be to provide a guide to the scene assigned you in order to better help the class not only understand the scene itself but also to place the scene within the context of the play as a whole. How you organize and present your material is up to you. Be informative, engaging, lively, challenging—no boring lectures! The presentation, however, must involve the following criteria:

A) Plot

- 1) establish the characters and setting of the scene
- 2) establish the events of the scene and their importance within the play

B) Central Ideas

- 1) explain what you feel to be the main ideas dealt with or mentioned in the scene.
Identify the key quotations by act, scene, and line number.
- 2) explain the importance of the scene within the play in terms of its ideas and themes.

Each group member must participate in the preparation of the presentation as well as the presentation itself. In addition, please provide me with a detailed list of the tasks each group member was assigned (and completed) for this project.

If you need photocopying, transparencies, or any other audio-visual equipment, let me know at least 48 hours in advance.

The length of the presentation should be 15 minutes (maximum).

GRANDE PRAIRIE REGIONAL COLLEGE GRADING GUIDELINES

9 - POINT GRADE	PERCENTAGE GUIDELINES	DESIGNATION
9	90 - 100	EXCELLENT
8	80 - 89	
7	72 - 79	GOOD
6	65 - 71	
5	57 - 64	PASS
4	50 - 56	
3	45 - 49	FAIL
2	26 - 44	
1	0 - 25	