

**English 1010: Critical Reading and Writing**  
**Fall-Winter 2002 – 03**  
**Lecture/6 Credits (3-0-0)**  
**Section D23**

SEP 19 2002

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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's difficult to strike a balance in this course between those of you who already have a strong background in literature and writing and those of you who have less experience with literature and writing 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.

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**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 recognise the function of literature (and literary analysis) in the "real world."

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**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* (4<sup>th</sup> ed)  
Dodds, Jack & Judi Jewinski. *The Ready Reference Book: Writing, Revising, Editing*  
(2<sup>nd</sup> 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 College 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).

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**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)

**GRANDE PRAIRIE REGIONAL COLLEGE GRADING GUIDELINES**

9 Point Grade	Percentage Guidelines	Designation
9	90 – 100	Excellent
8	80 – 89	Excellent
7	72 – 79	Good
6	65 – 71	Good
5	57 – 64	Pass
4	50 – 56	Pass
3	45 – 49	Fail
2	26 – 44	Fail
1	0 – 25	Fail

## OTHER STUFF:

1) Attendance: You are expected to attend all classes and are responsible for obtaining information given in classes you miss. You must check to make sure you received all handouts as this material may be covered on exams as well. 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.

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### 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 to simply 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.

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.

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

ESSAY	DRAFT DUE	FINAL DUE
#1	November 12	November 19
#2	February 18	March 4
#3 <i>Topics Due: March 11</i>	April 8	April 15

### Essay Grading Criteria:

#### **EXCELLENT WRITING: 9-8 Essay**

This essay is clearly written and clearly organised. It demonstrates originality of thought, challenging ideas, and depth of analysis. It is characterised 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, however, are underdeveloped, 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).

**For your information . . .**

**Campus Security: 539.2700**

Campus Security Services are located in H101. Red telephones have been located throughout the College for your convenience in contacting Security. Campus Security will provide a 24-hour Safe Walk Service anywhere on Campus. Whenever Campus Security can be of assistance, you are encouraged to use the conveniently located red telephones.

**Friendship Centre at Grande Prairie Regional College: 539.2092**

Remember that the Friendship Centre at Grande Prairie Regional College (Room B205) provides a space for Aboriginal students to meet, do homework, retrieve or leave messages, obtain community resources material, or just relax. The on-campus Friendship Centre is available for sharing circles, gatherings, study groups, and tutoring sessions. Everyone is welcome.

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**2002 – 03 SCHEDULE: tentative!!!!:**

Please have all reading for each week done by the beginning of each week unless you are otherwise instructed in class. **Always bring the book(s) on the schedule to class.** Texts may be supplemented by critical articles, films, etc. by the instructor. You must endeavour to keep up with the reading. Lectures will not be helpful to you if you have not read the assigned books. If I detect lagging in this area, I will give unannounced quizzes.

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September 5  
Introduction

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September 10 – 12

**Assignments due:**

SEPTEMBER 10: Reading Response to "Cap o' Rushes"/Thurber/ "Sir Patrick Spens"/ "Lord Randal"/ "The Twa Corbies" (Group Summary of Responses Due by SEPTEMBER 13 @11:00 A.M.)

**Readings due:**

*Fairytales:* Anonymous, "Cap o' Rushes"  
Thurber, "The Bear Who Let it Alone"  
"The Little Girl and the Wolf"

*Ballads:* Anonymous, "Sir Patrick Spens"  
Anonymous, "Lord Randall"  
Anonymous, "The Twa Corbies" (both versions)

September 17 – 19

**Assignments due:**

SEPTEMBER 17: Reading Response to Marlowe/Raleigh/Shakespeare (Summary of Group Responses Due by SEPTEMBER 20 @11:00 A.M.)

**In-class writing workshop:**

Pre-Writing Techniques

**Readings due:**

*The Renaissance:* Marlowe, "The Passionate Shepherd to His Love"  
Raleigh, "The Nymph's Reply to the Shepherd"  
Shakespeare, "Let me not to the marriage of true minds"  
"My mistress' eyes are nothing like the sun"

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September 24 – 26

**Assignments due:**

SEPTEMBER 24: Reading Response to Sexton/Soyinka/Ruffo/Donne (Summary of Group Responses Due by SEPTEMBER 27 @11:00 A.M.)

**In-class writing workshop:**

Thesis Statements

**Readings due:**

*The Renaissance—Contemporary Experience:* Sexton, "Cinderella"  
Soyinka, "Telephone Conversation"  
Ruffo, "Why I Write"  
*The Seventeenth and Eighteenth Centuries:* Donne, "The Flea" (handout)

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October 1 – 3

**Assignments due:**

OCTOBER 1: Reading Response to *Harry Potter* (Summary of Group Responses Due by OCTOBER 4 @11:00 A.M.)

**In-class writing workshop:**

Paragraphs

**Readings due:**

*The Seventeenth and Eighteenth Centuries (Cont'd):*  
Marvell, "To His Coy Mistress"  
Chudleigh, "To the Ladies"  
Finch, "The Unequal Fetters"  
Swift, "A Modest Proposal"

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October 8 – 10

**Assignments due:**

OCTOBER 8: Shorter Writing Assignment #1

**Readings due:**

*The Seventeenth and Eighteenth Centuries—Contemporary Experiences:*  
Rowling, *Harry Potter*

October 15 – 17

**Assignments due:**

OCTOBER 15: Reading Response to Clemens/Wilde/Wollstonecraft (Summary of Group Responses Due by OCTOBER 18 @11:00 A.M.)

**In-class writing workshop:**

Error Analysis  
Quotations/Supporting Evidence

**Readings due:**

*The Seventeenth and Eighteenth Centuries—Contemporary Experiences*  
(Cont'd): Rowling, *Harry Potter*

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October 22 – 24

**Assignments due:**

OCTOBER 22: Reading Response to *Frankenstein* (Summary of Group Responses Due by OCTOBER 25 @11:00 A.M.)

**In-class writing workshop:**

MLA documentation

**Readings due:**

*The Nineteenth Century*: Clemens, "Advice to Youth"  
Wilde, "Phrases and Philosophies for the Use of the Young"  
Wollstonecraft, Introduction to *A Vindication of the Rights of Woman*

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October 29 – 31

**Assignments due:**

OCTOBER 29: Shorter Writing Assignment #2

OCTOBER 31: Reading Response to Suzuki/King/Armstrong/Hawthorne (Summary of Group Responses Due by NOVEMBER 4 @11:00 A.M.)

**In-class writing workshop:**

Essay Organisation/Outlines

**Readings due:**

*The Nineteenth Century (Cont'd)*: Shelley, *Frankenstein*

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November 5 – 7

**Assignments due:**

NOVEMBER 5: Reading Response to Poe/Gilman (Summary of Group Responses Due by NOVEMBER 8@11:00 A.M.)

**In-class writing workshop:**

Error Analysis

**Readings due:**

*The Nineteenth Century (Cont'd)*: Shelley, *Frankenstein*

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November 12 –14

**Assignments due:**

NOVEMBER 12: Essay #1 Draft

**In-class writing workshop:**

Review of Common Errors in Grammar, Composition, and Style  
Peer Editing

November 19 –21

**Assignments due:**

NOVEMBER 19: Essay #1 Due

**Readings due:**

*The Nineteenth Century—Contemporary Experiences:*

Suzuki "A Planet for the Taking"

King, "The One About Coyote Going West"

*North American Independence—Dreams and Nightmares:*

Armstrong, "History Lesson"

Hawthorne, "The Birthmark"

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November 26 – 28

**Assignments due:**

NOVEMBER 26: Reading Response to *Dolores Claiborne* (Summary of Group Responses Due by NOVEMBER 29@11:00 A.M.)

**Readings due:**

*North American Independence: Dreams and Nightmares (Cont'd):*

Poe, "The Tell-Tale Heart"

Gilman, "The Yellow Wallpaper"

King, *Dolores Claiborne*

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December 3 – 5

**Assignments due:**

DECEMBER 3: Reading Response to Guest/Owen/Orwell/Jarrell (Summary of Group Responses Due by DECEMBER 6 @11:00 A.M.)

**Readings due:**

*American Independence: Dreams and Nightmares—Contemporary Experiences:*

King, *Dolores Claiborne*

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January 7 – 9

**In-class writing workshop:**

Comparison/Contrast Essays

**Readings due:**

*The Early Twentieth Century:*

Guest, "The Things that Make a Soldier Great" (handout)

Owen, "Dulce and Decorum Est" (handout)

Orwell, "Shooting An Elephant"

Jarrell, "The Death of the Ball Turret Gunner"

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January 14 –16

**Readings due:**

*The Early Twentieth Century—Historical Experiences:*

Shakespeare, *Measure for Measure* (Class Presentations)

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January 21 – 23

**Assignments due:**

JANUARY 21: Shorter Writing Assignment #3

**Readings due:**

*The Early Twentieth Century—Historical Experiences (Cont'd):*

Shakespeare, *Measure for Measure* (Class Presentations)

January 28 – 30

**Assignments due:**

JANUARY 28: Reading Response to Nelson/Piercy/Bambara (Summary of Group Responses Due by JANUARY 31 @11:00 A.M.)

**In-class writing workshop:**

Error Analysis

**Readings due:**

*The Early Twentieth Century—Historical Experiences (Cont'd):*

Shakespeare, *Measure for Measure* (Class Presentations)

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February 4 – 6

**Assignments due:**

FEBRUARY 4: Shorter Writing Assignment #4

**In-class writing workshop:**

Writing Workshop: Review of Common Errors in Grammar, Composition, and Style

**Readings due:**

*The Early Twentieth Century—Historical Experiences (Cont'd):*

Shakespeare, *Measure for Measure* (Class Presentations)

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February 11 – 13

**Assignments due:**

FEBRUARY 11: Reading Response to Walker/Olsen/Munro (Summary of Group Responses Due by FEBRUARY 14 @11:00 A.M.)

**In-class writing workshop:**

Error Analysis

**Readings due:**

*Late Twentieth Century:* Nelson, "The Temple of Fashion"

Piercy, "Barbie Doll"

Bambara, "The Lesson"

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February 18 – 20

**Assignments due:**

FEBRUARY 18: Essay #2 Draft

**In-class writing workshop:**

Peer Editing

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February 24 – 28 READING WEEK (no classes)

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March 4 – 6

**Assignments due:**

MARCH 4: Essay #2 Due

MARCH 6: Reading Response to Laurence/Atwood/MacLeod (Summary of Group Responses Due by MARCH 10@11:00 A.M.)

**Readings due:**

*Late Twentieth Century (Cont'd):* Munro, "Boys & Girls"

Walker, "Nineteen Fifty-Five"

Olsen, "I Stand Here Ironing"

March 11 – 13

**Assignments due:**

MARCH 11: Shorter Writing Assignment #5

MARCH 11: Topics for Essay #3

MARCH 13: Reading Responses to *Obasan* (Summary of Group Responses Due by MARCH 17 @ 11:00 A.M.)

**Readings due:**

*Canada at the Millennium*: Laurence, "Where The World Began"

Atwood, "Through the One-Way Mirror"

MacLeod, "The Boat"

Kogawa, *Obasan*

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March 18 – 20

**Assignments due:**

MARCH 18: Reading Response to Knockwood/ *Sojourner's Truth and Sundogs* (read only *Sundogs* 17 – 218). (Summary of Group Responses Due by MARCH 21 @ 11:00 A.M.)

**In-class writing workshop:**

Error Analysis

**Readings due:**

*Canada at the Millennium (Cont'd)*: Kogawa, *Obasan*

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March 25 – 27

**Assignments due:**

March 25: Shorter Writing Assignment #6

**Readings due:**

*Canada at the Millennium (Cont'd)*: Knockwood, "Origins"

Maracle, *Sojourner's Truth and Sundogs* (read only *Sundogs* 17 – 218)

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April 1 – 3

**In-class writing workshop:**

Error Analysis

**Readings due:**

*Canada at the Millennium (Cont'd)*: Maracle, *Sojourner's Truth and Sundogs*

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April 8 – 10

**Assignments due:**

APRIL 8: Essay #3 Draft

**In-Class writing workshop:**

Peer Editing

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April 15

**Assignments due:**

APRIL 15: Essay #3 Due

**In-Class writing workshop:**

Peer Editing

Review