

92-93

GRANDE PRAIRIE REGIONAL COLLEGE  
HUMANITIES AND SOCIAL SCIENCES DEPARTMENT

1. COURSE: English 1010: Critical Reading & Writing

2. INSTRUCTOR: Marv Lee TELEPHONE: 865-7666 H  
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3. CREDIT: 6 University Transfer credits

4. DESCRIPTION:

A study of literature in English, concentrating on works written since 1800. Instructors may take different approaches, emphasizing genre, history and theme. All sections will include instruction on writing skills.

5. OBJECTIVES:

5.1. To further develop communication skills which will contribute to success in further post-secondary studies as well as in everyday life.

5.3. To gain a broader understanding and appreciation of English literature through close reading and criticism.

6. BASIC PHILOSOPHY

6.1. Create a learning environment where the worth of the individual student is enhanced through positive reinforcement and mutual concern by the instructor and fellow students.

6.2. Create a learning environment where the focus is on skill development with various content used as the means of achieving this end.

7. REQUIRED TEXTS:

- 7.1. Kirszner, Laurie G., et al, eds. LITERATURE: Reading, Reacting, Writing. (Holt, Rinehart).
- 7.2. Becket, Samuel. Waiting for Godot. (Grove Press).
- 7.3. Bronte, Emily. Wuthering Heights. (Oxford).
- 7.4. Conrad, Joseph. Heart of Darkness & The Secret Sharer. (Bantam Classic).
- 7.4. Faulkner, William. As I Lay Dying. (Vintage Book).
- 7.4. Davies, Robertson. The Deptford Trilogy. (Penguin).

## 8. COURSE OUTLINE

- 8.1. How the English Language Works (review)
- 8.2. The Writing Process
- 8.3. The Essay
- 8.4. Poetry
- 8.5. The Modern Short Story
- 8.6. The Novel
- 8.7. Drama

## 9. EVALUATION

9.1. Writing	25%
9.2. Exams	65%
9.3. Class participation	<u>10%</u>
	<u>100%</u>

## 10. SYLLABUS (1992-93)

### WRITING UNIT (Paper I, II & III)

September	3	Session I-III	"To Waken An Old Lady," "The Red Wheelbarrow," "Stopping by Woods...."
	10	Session IV-VII	"The Lamb," "The Tyger," "The Chimney Sweeper," "London."
	17	Session VIII-XII	"The World is Too Much With Us," "Tintern Abbey."
	24	Purpose statement; Intro. paragraphs.	"Bright Star," "La Belle Dame Sans Merci," "Ode on a Grecian Urn."
October	1	Body & Concl.	"Ode to a Nightingale."
	7	Paper I, II & III	"My Last Duchess."

### POETRY UNIT (Paper IV)

- 15 "Because I Could Not Stop for Death," "Hope is the thing with feathers," "I Heard a Fly Buzz," "I Like to See It Lap the Miles," "I'm Nobody! Who Are You?," "I Taste a Liquor Never Brewed," "The Soul Selects Her Own Society."

	22	"Ozymandias," "Dover Beach," "The Unknown Citizen," "In Just--," "Anyone Lived in a Pretty How Town," "Mr. Flood's Party," "Richard Cory."
	29	"God's Grandeur," "The Windhover," "The Lake Isle of Innisfree," Yeats: "The Second Coming," "Leda & the Swan," "Sailing to Byzantium." "Fern Hill," "Skunk Hour."
November	5	"The Love Song of J. Alfred Prufrock," "The Waste Land."
	12	Paper IV: Poetry Explication (NO CLASS)
	17	Reader's Theatre
	26	EXAM I
December	3	Bronte: <u>Wuthering Heights</u>
January	7	" " "
		SHORT STORY UNIT (Paper V)
January	14	"The Bride Comes to Yellow Sky," "A Rose for Emily," "A&P."
	21	"To Build a Fire." "The Cask of Amontillado," "A Man Called Horse," "Araby."
	28	"A Clean, Well-Lighted Place," "A Good Man is Hard to Find," "The Lottery," "A Sound of Thunder,"
February	4	"The Chrysanthemums," "The Conversion of the Jews," "Naftali the Storyteller ...," "The Catbird Seat,"
	11	Conrad: <u>The Heart of Darkness</u> & <u>The Secret Sharer</u>
	18	EXAM II
	25	-- WINTER BREAK --
March	4	Faulkner: <u>As I Lay Dying</u>
		DRAMA UNIT (Paper VI)
	11	<u>Oedipus the King</u>

	18	<u>A Doll House</u>
	25	<u>Death of a Salesman</u>
April	1	<u>Waiting for Godot</u>
	8	Davies: <u>Fifth Business</u>
	15	" " "
	22	FINAL EXAM (tentative date)

## APPENDIX A

### 1. WRITING COMPONENT

Certain assumptions are made at the beginning of the course. First, you are an expert in the use of the English language and have been even before you began school. Thus, the oral patterns which you have learned should be used in your written communication. Second, English is a simple language in which word order is of prime importance. Third, English has four principle parts of speech; the first three give meaning to the sentence (nouns, verbs, & modifiers) while the fourth (function words) is used primarily to show relationship. Each verbal label has an accompanying visual label that is associated with function and use.

From these basic assumptions you will be led in a systematic exploration of the English language from the very basic parts of speech to putting these different parts together to form clear and precise sentences and then to write various kinds of paragraphs. Each short section of theory and concept is followed by immediate application. Moreover, the emphasis in each section is on function and use rather than teaching theory. Patterns are emphasized -- patterns which are already familiar and used by you. Prime emphasis is placed on the sentence CORE (Subject - Verb-Complement) as the key to sentence efficiency and clarity. The subject becomes the key component in having a fully utilized CORE and thus an effective sentence. The subject also becomes the focal point as to why sentences go wrong. Thus you will discover some of the "why's" of language, thereby enabling you to quickly fix and correct sentences which are unclear and ineffective. The unit ends with a logical explanation of punctuation with an immediate application in the form of a punctuation exercise.

The process of writing is also emphasized with particular focus on planning. Before writing you should prepare a purpose statement with major support statements in clear and concise sentence form. Thus the focus and organization of the paper is taken care of before the actual writing begins. This same skill can be utilized in writing essay exams.

The writing content is, as far as possible, compatible with your interest; so that you have a sense of ownership of the document rather than the sense of it being just an assigned exercise.

## 2. READING COMPONENT

A major focus in reading is to make the material meaningful to you, the reader. Such appreciation and comprehension of the work comes from understanding how the literature is written as much as what is being written. Of course, part of understanding literature is learning the basic structure and elements of literature (ie. plot, character, theme, setting, point of view, tone) which contribute to the meaning of the literary work. Although analysis is used in discovering the hows, whats and whys of literature; much care is again taken to see the literature as a whole, in its united form.

An important part of reading is to relate the material being read to your life experiences as well as to knowledge gained from previous study. Thus you will see literature as a living art which relates to the way you live, think, and act.

The reading component cannot be seen as separate from the writing and, for that matter, the listening component. Ideas gleaned from reading become topics of your writing. And your writing becomes, at times, the focus of the class's reading and discussion arising from it.

## 3. LISTENING COMPONENT

Use is made of videos to enhance listening skills, both hearing what is being presented and evaluating what is being said. When studying the various forms of literature, the various rhythms of speech are noted with a particular emphasis on the oral reading of poetry and drama.

## 4. SPEAKING COMPONENT

Practice in oral presentation of material is emphasized not only to give you experience in thinking and talking on your feet in a more formal setting but also to see the similarities as well as differences between written presentation and speech. Again literary genres are used, particularly poetry, to gain oral experience as well as to help enjoy and appreciate the sound of language which, in turn, helps provide added insight into the literature.