

**Faculty of Arts, Science & Education**  
Department of Arts and Education  
Grande Prairie Regional College  
*English 1011: Critical Reading and Writing*

***Forces of Language and Articulation: Reconfigured Identities, Political Change, and Modes of Resistance***

***Section D23 Tuesday, Thursday 1:00-2:20***  
Fall 2005

Instructor: H. Davidson  
Office Hours: Monday 1:30-3:30  
Thursday 11:30-12:30

*Or by appointment*  
Office: C209  
Phone Number: 539-2988  
E-mail: [hdavidson@gprc.ab.ca](mailto:h davidson@gprc.ab.ca)

**Required Texts & Resources:**

Kamboureli, Smaro. *Making a Difference*.  
Atwood, Margaret. *The Handmaid's Tale*.  
Mosionier, Beatrice Culleton. *In Search of April Raintree*. Critical Edition  
Coursepack (available in bookstore).

**Grammar Texts:**

Diana Hacker. *A Pocket Style Manual* (4th ed.) **(optional but strongly recommended)**

**Calendar Description:** A study of literature in English, concentrating on works written since 1800, with instruction in writing skills.

**Content Description:** The literature covered in this course spans from 1800 to the present day, with the exception of a few earlier texts. We will focus on ways of reading texts, methods of understanding historical, cultural, and political contexts, and working with issues involving the literary canon. We will also look at how authors negotiate literary, historical, and changing ways of claiming the self. The course is organized around key concepts rather than standard literary periods or genres. We will look at traditional, historical, political, cultural, activist, and radical texts, including poetry, plays, short fiction, novels, and essays. Throughout the course there will also be "cultural studies" exercises. These will include analyses of television programs, films, advertisements, space, and songs as a way to demonstrate how reading literature can help you to learn how to "read" the world around you. In all of these textual studies you will be expected to engage in active critical thought and to open yourself to new ideas. In addition to working on skills of thinking and reading, this course will also focus on writing skills. In this semester's assignments, a large emphasis will be placed on writing skills and argument development. Writing workshops and assignments throughout the course will focus on key grammar concepts, methods of writing, and analytical exercises. These are designed to help you write effective essays, and to effectively articulate yourself in other courses and avenues of life. Overall, this course will challenge you to become active thinkers and writers, in order to prepare for whatever professional or academic paths you will take in the future.

### ***Course Schedule***

Week One:

Sept. 6- **Introduction**

Sept. 8- **Building analytical tools and tools for reading prose.**

Atwood, Margaret. "Happy Endings"  
Distributed by instructor on first day.

Week Two:

Sept. 13- **Building tools for reading poetry.** Marvell, Andrew. "To His Coy Mistress" Coursepack (CP)

Sept. 15-

**Conventions of Persuasion**

Shakespeare, William. "Shall I compare thee ... Sonnet 18" CP

"My mistress' eyes are nothing like the sun... Sonnet 130" CP

Donne, John. "The Flea" "To His Mistress Going to Bed" CP

Week Three:

**Constructions of Innocence**

Sept. 20- Birdsell, Sandra. "Flowers for Weddings and Funerals" Kamboureli 191

Sept. 22-

**First Short Writing Assignment Due.** (1 page)

Rossetti, Christina. "Goblin Market" (CP)

Week Four:

Sept. 27- Library Orientation and in class assignment on the Victorian Age

Sept. 29-

**Madness**

Gilman, Charlotte Perkins. "The Yellow Wallpaper" (CP)

Week Five:

Oct. 4- Dickinson, Emily. "My Life Had Stood A Loaded Gun"  
(CP)

Oct. 6- Munro, Alice. "Meneseung"  
(CP)

Week Six:

Oct. 11- Writing Workshop

Oct. 13- **Determining Identity and Agency**

Browning, Robert. "My last Duchess"  
(CP)

Week Seven:

Oct. 18- **First Essay Due.** (2-3 pages)  
Cultural Studies Exercise (no assigned reading)

Oct. 20- Trujillo, Renato. "Hunger" 230  
"Unsolicited Mail" 231

Week Eight:

Oct. 25- Mosionier, Beatrice Culleton.  
*In Search of April Raintree*

Oct. 27- *Raintree*

Week Nine:

Nov. 1- *Raintree*

Nov. 3- **Notions of History**

Behn, Aphra. "A Thousand Martyrs I Have Made" (CP)

Layton, Irving. "At the Belsen Memorial" 53

Wong-Chu, Jim. "Equal Opportunity" 317

Week Ten:

Nov. 8- **Second Short Writing Assignment Due.** (1 page)

Armstrong, Jeannette. "History Lesson" 281

Brant, Beth. "This Is History" 177

Nov. 10- Remembrance Day- no class

Week Eleven:

Nov. 15- Second Writing Workshop (no assigned reading)

Nov. 17- **Power and Resistance**

Atwood, Margaret. *The Handmaid's Tale.*

Week Twelve:  
Nov. 22- **Essay “Starter” Due**  
*Handmaid*  
Nov. 24- *Handmaid*.

Week Thirteen:  
Nov. 29-Clarke, Austin. “Doing Right”  
98  
Clarke, George Elliot. “The  
Symposium” 493  
Dec. 1- **Second Paper Due.** (4-5 pages)

Cultural Studies Exercise (no assigned  
reading)

Week Fourteen:  
Dec. 6: Brant, Di. “but what do you  
think” 375  
Additional reading to be announced.  
Dec. 8: Review and **In-Class Writing  
Assignment**

Final Exam: In scheduled exam session.

**Statement on Plagiarism:**

*Calendar Policy Statement, see calendar pages 46-50*

The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. Students who are unsure whether a particular course of action might constitute plagiarism are advised to consult with the instructor. The Instructor reserves the right to use electronic plagiarism detection services.

**Assignments and Evaluation:**

- Short Writing Assignments 15% (1 page each):  
~1<sup>st</sup> **Sept. 20**  
~2<sup>nd</sup> **Nov. 8**  
~3<sup>rd</sup> (In-Class) **Dec. 8**
- First Essay 25% (3-4 pages) **Oct. 18**
- Second Essay 30% (4-5 pages)
- ~Essay Starter **Nov. 22**

~Final Product **Dec. 1**

- **Final Exam** 20% (in scheduled exam session)
- Participation and Effort (including attendance grade, grammar assignments/writing exercises, and contribution to class) 10%

All assignments will be marked according to the GPRC ALPHA Grading System

Alpha Grade	4-Point Equivalence	Percentage	Descriptor
A+	4.0	90-100	Excellent
A	4.0	85-89	Excellent
A-	3.7	80-84	Very Good (first class standing)
B+	3.3	76-79	Very Good (first class standing)
B	3.0	73-75	Good
B-	2.7	70-72	Good
C+	2.3	67-69	Satisfactory
C	2.0	64-66	Satisfactory
C-	1.7	60-63	Satisfactory
D+	1.3	55-59	Poor
D	1.0	50-54	Minimal Pass
F	0.0	0-49	Failure

## **Description of Assignments:**

**Short Writing Assignments:** There will be three of these over the course of the semester. They are intended to be opportunities to have you do some writing and get feedback from me in a more freeing format than the standard essay. They are also intended to ensure that you keep up with your reading and the ideas we cover in the course. Details on the format and requirements will be provided closer to the due date of each assignment.

**Essays:** One of the skills English 1011 will provide you with is the ability to write an articulate, organized, and convincing essay. Remember that over the course of the year you are building writing and critical thinking skills and that writing is an ongoing process. The first essay will be a short analytical paper on any of the works we have studied to that point in the course. The second essay will be a slightly longer analysis of a text studied to that point in the course. As part of this assignment, you will be required to write a one page essay “starter”. This includes a thesis paragraph and a detailed outline. The “starter” will help me to see what you are working on and will allow me to provide you with some useful feedback and direction in the writing of your essay.

**Grammar Assignments:** There will be two short grammar assignments throughout the course. These will be posted on blackboard. They include readings and quiz questions. You must finish these before the last day of classes in the first semester. These are intended to help you in learning concepts required for your essays. If you do not complete these assignments, significant marks will be deducted from your final grade. Also remember that grammar will be a portion of every assignment mark, so it is in your best interest to know these concepts and spend sufficient effort on the grammar assignments.

**Participation:** Throughout the course, you will be graded on participation based on attendance, submission of grammar assignments/ occasional in-class writing exercises, and contributions to classroom discussion.

## **Discussions and Course Material:**

Class discussion is an excellent way to share ideas, raise questions, and learn from fellow students. I expect all students to make active contributions. This requires that you keep up with your reading and come to class prepared with questions and ideas. I also expect students to be respectful of one another and to recognize that language is very powerful and sometimes potentially volatile so each of us must be aware of one another’s sensitivities. The main aspects I want all of you to take away from this class are a greater openness to ideas, greater capacity for critical thought, and an expanded ability for questioning. Some of the course material or discussions may at points challenge your own ideas or comfort levels. I want the classroom to be a safe and engaging space so if at any point you feel challenged in a way that threatens that ‘safety’ please let me know. In addition though, remember that to be challenged and have to question why we think the way we do or why we make certain assumptions can provide incredible learning opportunities. You may talk to me at any point if you are concerned, but I also ask you to expand your own boundaries of thought and see where that might take you. Learning must be an ongoing process, wherever each of us might be coming from.

## **Blackboard:**

This course has a blackboard site which I will use to post announcements, assignments, useful materials, grades, and any other material the class may request. This site is here to make your learning easier, so make use of it and check it regularly. This is also where you will find grammar readings and assignments. You should familiarize yourself with how to use blackboard as soon as possible at the beginning of the year. You may come talk to me if you are having problems.

### **Policy Regarding Submission of Assignments & Late Penalties:**

All assignments are due at the beginning of the designated lecture (i.e. work submitted later the same day will be considered one day late). Except in cases where there are appropriately documented medical or compassionate reasons, work submitted late will be penalized 4% per day (including weekends), and will not be accepted more than 10 days after the due date. If you miss an assignment without appropriately documented medical or compassionate reasons, you will receive a grade of zero for that assignment. In the case of late submission, it is your responsibility to arrange to get the assignment to me and ensure that I have received it.

### **Policy Regarding Attendance:**

This course relies heavily on discussion, participation, and an ongoing expansion of critical thinking and writing skills. Regular attendance is therefore absolutely essential. I will keep daily records of attendance and those records will be used toward a participation attendance grade. Remember also, that if you miss a number of classes, not only will your participation mark suffer, but you will miss out on valuable work in the classroom. You are allowed two absences each semester that are “free” i.e. that I do not require reasons or documentation for. For other absences I require you to email me or give me a short note explaining why you cannot make it to class. Each unexcused absence will result in a 10% deduction from your attendance/participation grade. When you miss a class it is your responsibility to find out what you have missed and to get any missed handouts from me. I will meet with you during my office hours to discuss missed work, but I do not give out lecture notes. Please come see me if you have specific concerns or needs regarding this policy.

### **Policy Regarding Lateness to Class:**

It is extremely distracting to other students and to the flow of the lecture/discussion to have people continually arriving late to class. Certain circumstances such as weather, arriving from an exam, or the occasional lateness will be excused but do not make lateness a habit. This will be taken into account in your participation grade. You are expected to be on time and ready to go when class begins. Please be respectful to your fellow students.

### **Preparedness for Class:**

Because the readings and assignments are laid out on this outline, you are responsible for informing yourself of the readings and work we are doing in class. You are also responsible for doing the readings ahead of time and keeping informed of deadlines. Continual attendance will be essential should there be any changes or adjustments in the schedule. Remember that you are now at a college level and you hold responsibility for your own learning and success.

### **Submission of Assignments:**

You may submit your assignments to me over email. Send your assignment as an attachment, either in Microsoft Word or in Rich Text Format. You must still submit these by the beginning of class on the due date, as I will note the date and time sent and late policies will be in effect.

### **Returning Assignments:**

I try to return assignments by two weeks after the due date. I put a lot of effort into assessing your work and giving you useful feedback, and I have a lot of students so this effort takes time. Please do not ask me when you will be getting your assignments back, unless that two week period has passed. When you do receive your assignment back, I am more than willing to meet with you and discuss the feedback and any of your concerns in person. I do require though that you wait 24 hours after receiving your mark and comments before coming to discuss them with me, so that you have time to take all the comments into consideration. After that 24 hours please feel free to come see me during office hours or make an appointment.

**When You Cannot Meet a Course Requirement:**

When you are unable to meet a course requirement because of illness or compassionate reasons, please advise me in writing, with your name, id# and e-mail contact. Where possible, this should be done in advance of the missed work. Extensions will not be granted less than twenty-four hours before the due date of an assignment, unless there are exceptional circumstances.

**Contacting Me:**

Email is the best way to contact me. Where you need more in depth help, please email me to make a phone appointment. We can perhaps arrange to set up a videoconference consultation if needed as well. I recognize that there are some added barriers in being a videoconference student and I encourage you to let me know how I can help to alleviate those barriers. Please feel free to let me know if there are things that occur in the class that you have difficulty with or that you have suggestions on improving, including the technology!

***\*Please feel free to come see me in my office or contact me by email whenever you have questions, concerns, or would like extra help. Don't be afraid to let me know of any particular learning needs you might have, and any suggestions on how I can make the course work for you. My role is to give you the best possible learning experience, and to do whatever I can to create a positive and productive learning environment. Welcome, and I look forward to the year ahead!***