

GRANDE PRAIRIE REGIONAL COLLEGE

1. **COURSE:** English 1011 (Critical Reading & Writing I) Fall '05
2. **INSTRUCTOR:** Marv Lee: 865-3899 (w); 865-4833 (h); 865-3640 (fax);
e-mail: marvlee@yrec.ab.ca
3. **CREDIT:** 3 University Transfer credits
4. **DESCRIPTION:** A study of literature in English, concentrating on works written since 1800 as well as instruction in 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.
- 5.2. To gain a broader understanding and appreciation of literature in English through close reading and criticism.

6. **REQUIRED TEXTS:**

- 6.1. Conrad, Joseph. Heart of Darkness/ The Secret Sharer. (Bantam Classic)
- 6.2. Kirszner & Mandell, ed. Portable Literature: Reading, Reacting, Writing. (Thomson/Heinle). Fifth Edition.
- 6.3. Michaels, Anne. Fugitive Pieces. McClelland & Stewart (Emblem)

7. **COURSE OUTLINE**

- 7.1. How the English Language Works (review)
- 7.2. The Writing Process
- 7.3. Essay Writing
- 7.4. The Modern Short Story
- 7.5. The Modern Canadian Novel

8. **EVALUATION:**

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|--------------------------|------------|
| 8.1. Writing | 40% |
| 8.2. Exam | 30% |
| 8.3. In-class activities | 20% |
| 8.4. Class Participation | <u>10%</u> |
| | 100% |

COURSE SCHEDULE

September	8	Course introduction; Thesis statements; Introduction, Body, Conclusion
	15	Session I-II (Thesis with Introduction & outline due) Chap. 1 Reading & Writing about Literature Chap. 2 Understanding Fiction
	22	Session III-V (Paper I & Outline for Paper II due) Chap. 3 Plot: "The Story of an Hour," "A Rose for Emily"
	29	Session VI-VII (Paper II & Outline for Paper III due) Chap. 4 Character: "A & P," "Gryphon"
October	6	Session VIII-XI (Paper III Due) Chap. 5 Setting: "I Stand Here Ironing" Chap. 6 Pt. of View: "The Cask of Amontillado"
	13	Chap. 7 (Revised Paper I due) Style, Tone & Language: "Araby," "A Clean Well-lighted Place," "A Good Man is Hard to Find"
	20	Chap. 8 (Revised Paper II & III due) Symbol & Allegory: "Young Goodman Brown," "The Lottery" Chap. 9 Theme: "Doe Season"
	27	"Where Are You Going, Where Have You Been" (290), "Two Kinds" (320), <i>"The Catbird Seat"</i>
November	3	(Paper IV due) <i>"A Man Called Horse," "A Sound of Thunder," "</i> <i>"Naftali the Storyteller ..." "The Conversion of the Jews"</i>
	10	-- Fall Break --
	17	Conrad: "The Secret Sharer," <i>"Paper Tears"</i>
	24	(Paper V due) <u>Apocalypse Now</u>
December	1	Conrad: <u>The Heart of Darkness</u>
	8	Modern Canadian Novel: <u>Fugitive Pieces</u>
	15	FINAL EXAM

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, 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. Reading should be a vicarious experience of life – perhaps much safer than the actual experience would be.

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.