

GRANDE PRAIRIE REGIONAL COLLEGE
HUMANITIES AND SOCIAL SCIENCES DEPARTMENT

1. COURSE: English 210: English Literary Forms
2. INSTRUCTOR: Marv Lee TELEPHONE: 865-7666 (work)
865-4833 (home)
3. CREDIT: 6 University Transfer credits
4. DESCRIPTION:

English 210 introduces the main genres of English literature (novel, shorter prose, poetry and drama) together with formal instruction in writing. Up to one third of the course is devoted to improving writing skills.
5. OBJECTIVES:
 - 5.1. To give students the communication skills which will contribute to success in further post-secondary studies as well as in their everyday life.
 - 5.2. 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 students recognize the learning skill employed in each activity and ways in which this skill may be transferred to other learning and life situations.
 - 6.3. 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. Bain, Carl E., et al, eds. The Norton Introduction to Literature. (4th edition).
 - 7.2. Eliot, George. The Mill on the Floss. (Riverside Edition).
 - 7.3. Faulkner, William. The Sound and the Fury. (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. The Modern Short Story
- 8.5. Poetry
- 8.6. The Novel
- 8.7. Drama

9. EVALATION

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.

English 210
Lee

SEPTEMBER	5	WRITING UNIT (session I-IV)
	12	(session V-VIII) assign. (session IX-XII)
	19	Purpose statement; Intro.
	26	Body & Concl.; Paper I & II
October	3	<u>THE MILL ON THE FLOSS</u>
	10	
	17	
	24	SHORT STORY UNIT "To Build a Fire,"
		"The Short Happy Life...", "An Occurrence..."
	31	"A Rose for Emily," "The Lottery," "Araby"
November	7	"A Man Called Horse," "The Conversion of the
		Jews," "Naftali the Storyteller ..."
	14	"Odour of Chrysanthemums," "The Horse
		Dealer's Daughter," "A Good Man is Hard to
		Find"
	21	"The Secret Sharer," "A Sound of Thunder"
	28	Exam I
December	5	POETRY UNIT
January	2	
	9	
	16	
	23	
	30	<u>THE SOUND AND THE FURY</u>
February	6	
	13	Exam II
	20	DRAMA UNIT <u>Hamlet</u>
	27	-- WINTER BREAK --
March	6	
	13	<u>Hedda Gabler</u>
	20	<u>Death of a Salesman</u>
	27	<u>FIFTH BUSINESS</u>
April	3	
	10	
	17	Final Exam