

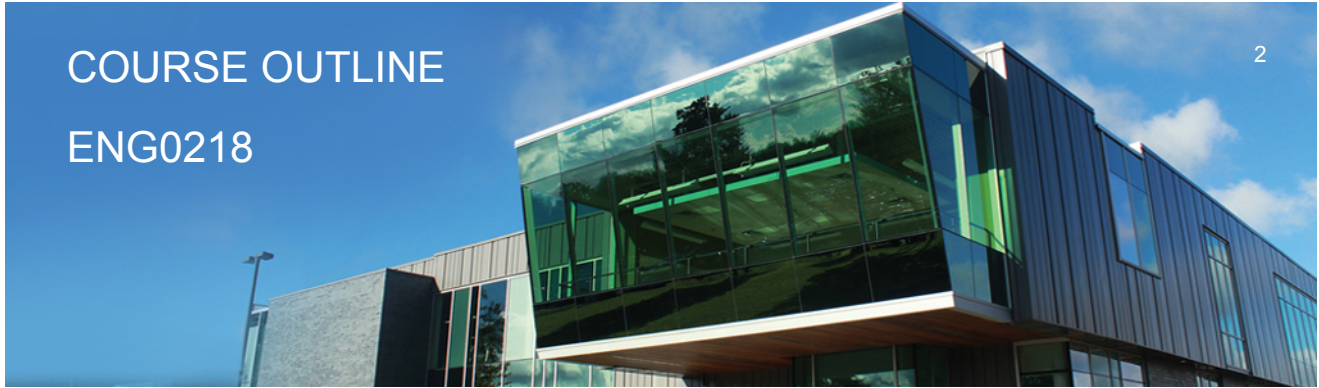


COURSE OUTLINE

ENG0218

Prepared: General Arts and Science Department Approved: Martha Irwin

| Course Code: Title | ENG0218: INTRODUCTION TO LITERATURE | | | | | | | | |
|---|---|-----------------|-------------------|------|-----|--------------------|-----|--|--|
| Program Number: Name | 1120: COMMUNITY INTEGRATN | | | | | | | | |
| Department: | C.I.C.E. | | | | | | | | |
| Semester/Term: | 18W | | | | | | | | |
| Course Description: | In this survey course, students will become familiar with the various genres of literature. A variety of fiction, poetry and drama is explored in terms of historical literary tradition. Intensive study involves identification of literary terminology and devices and archetypal themes within specific works so as to enhance the appreciation of literature. | | | | | | | | |
| Total Credits: | 3 | | | | | | | | |
| Hours/Week: | 3 | | | | | | | | |
| Total Hours: | 45 | | | | | | | | |
| Essential Employability Skills (EES): | <p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p> | | | | | | | | |
| Course Evaluation: | Passing Grade: 50%, D | | | | | | | | |
| Evaluation Process and Grading System: | <table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Exam</td> <td>25%</td> </tr> <tr> <td>Learning Portfolio</td> <td>25%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> | Evaluation Type | Evaluation Weight | Exam | 25% | Learning Portfolio | 25% | | |
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|---|--|
| | Reading Journals 50% |
| Books and Required Resources: | Literature: Reading, Reacting, Writing by Kirsznner, L., Mandell, S.R., & Fertile, C Publisher: Thompson Nelson Edition: Second Canadian ISBN: 9780176407063 |
| Course Outcomes and Learning Objectives: | <p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <p>Course Outcome 1.</p> <p>Trace historical development of poetry, drama and prose fiction from their roots.</p> <p>Learning Objectives 1.</p> <ul style="list-style-type: none"> • Recognize key characteristics of each genre • Identify the major historical events and movements that have influenced old, middle and modern English • Identify key figures in the evolution of each genre <p>Course Outcome 2.</p> <p>Apply critical tools for analyzing short stories.</p> <p>Learning Objectives 2.</p> <ul style="list-style-type: none"> • Identify such terms as conflict, narrative point of view, atmosphere, foreshadowing, suspense, character development and plot development • Recognize “theme” as it evolves from plot, character and description • Compare different authors’ approaches to similar themes • Analyze the use of figurative language and its effect in short fiction <p>Course Outcome 3.</p> |



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Recognize and appreciate the various forms of poetry.

Learning Objectives 3.

- Recognize the characteristics of sonnets, ballads and other types of poems
- Identify various metrical arrangements such as iambic, trochaic and anapaestic
- Recognize the value and effect of a variety of rhyming schemes and of no-rhyming schemes in poetry
- Trace the thematic approaches to similar themes from poets of different historical eras
- Give oral and written critiques of various poems

Course Outcome 4.

Recognize and discuss the various forms of drama.

Learning Objectives 4.

- Recognize the evolution of western theatre from its Greek roots
- Describe the characteristics of classical tragedy and comedy
- Identify the components of a five-act play by studying one
- Compare characterization and plot development in different plays
- Describe the various forms of stages and their uses

Course Outcome 5.

Analyze thematic issues which link all writers of great literature, while recognizing the differences that historical perspective, literary form and culture generate.

Learning Objectives 5.

- Participate in class discussions
- Write mature, critical essay answers
- Recognize archetypal thematic patterns

CICE Modifications:

Preparation and Participation



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1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.



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The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.