

I. 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Trace historical development of poetry, drama and prose fiction from their roots
2. Apply critical tools for analyzing short stories
3. Recognize and appreciate the various forms of poetry
4. Recognize and discuss the various forms of drama
5. Analyze thematic issues which link all writers of great literature, while recognizing the differences that historical perspective, literary form and culture generate

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to

- 1) Trace historical development of poetry, drama and prose fiction from their roots.

Potential elements of the performance:

- 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

- 2) Apply critical tools for analyzing short stories.

Potential elements of the performance:

- 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

- 3) Recognize and appreciate the various forms of poetry.

Potential elements of the performance:

- 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

4) Recognize and discuss the various forms of drama.

Potential elements of the performance:

- **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**

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

Potential elements of the performance:

- **participate in class discussions**
- **write mature, critical essay answers**
- **recognize archetypal thematic patterns**

III. TOPICS:

1. History of Literature (Overview)
2. The short story
3. Poetry
4. Drama

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

- Kirszner, L., Mandell, S.R., & Fertile, C. (2007). *Literature: Reading, reacting, writing* (2nd Canadian Edition). Toronto: Thompson Nelson.

V. EVALUATION PROCESS / GRADING SYSTEM (*):

Reading journals	40 %
Class participation and in-class activities	20 %

Presentation	20 %
Final exam	20 %
TOTAL:	100 %

(*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced in class and will be posted on LMS.

The exam and assignments will be completed with the assistance of the Learning Specialist. Any modifications to the exam and assignments will be proposed by the Learning Specialist and are subject to approval from the professor.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

ATTENDANCE. Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. In this course, attendance will be recorded every class at the beginning of the class.

ACADEMIC HONESTY will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

CELL PHONES, PDAs, AND OTHER ELECTRONIC DEVICES need to be turned off before the class starts. Students can use laptops with the sole purpose of taking class notes and completing class assignments, only if a previous explicit authorization by the professor has been granted.

ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM AND ARE PERSONAL. Students are responsible for submitting assignments on time, in the classroom, and personally to the professor. If a student misses a class when an assignment is due, s/he is responsible to deliver the assignment personally to the professor.

LATE SUBMISSION of assignments will be accepted but 10 % of the assignment grade will be deducted per late day up to one week past the due date. Following the first late week, an extra 10 % will be deducted per each late week. No late assignments will be accepted once the professor has returned marked assignments to the class. Late assignments will be submitted only during class time and in class.

DATES OF PRE-SCHEDULED CONSULTATIONS, PRESENTATIONS, AND PERFORMANCES, ONCE AGREED, WILL NOT BE CHANGED and missing them without PREVIOUS notice to the professor will result in not getting credit for these evaluation components.

A MAKE UP EXAM CAN BE WRITTEN only if:

- the student contacts the professor in writing BEFORE the test;
- demonstrates that s/he is under exceptional circumstances that do not allow him/her to write the exam on the scheduled date and time;
- the student has attended at least 75 % of the classes;
- the professor has granted permission.

THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED at the professor's discretion in order to meet students' needs.

VII. COURSE OUTLINE ADDENDUM.

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

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. 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.

B. 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.

C. 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.

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

D. Evaluation:

Is reflective of modified learning outcomes.