

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, students will demonstrate the 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

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

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., Mandel, S.R., & Fertile, C. (2007). *Literature: Reading, reacting, writing* (2nd d.). Toronto: Thompson Nelson.

V. EVALUATION PROCESS / GRADING SYSTEM:

1. Attendance and class participation	30 %
2. Written essay about two short stories 2.a. Essay outline: 2.b. Essay:	15 % 5 % 10%
3. Poetry analysis (2 poems)	15 %
4. Drama 4.a. Reading comprehension quiz: 4.b. Written essay:	20 % 10 % 10 %
5. Participation in an panel of an oral literary forum 5.a. Collaboration with forum organization: 5.b. Consultation with instructor based on written outline: 5.b. Performance as a member of a panel:	20 % 5 % 5 %
TOTAL:	100 %

DUE DATES OF ASSIGNMENTS will be announced in class. Assignments are due on the assigned due date *at the beginning of class*. Late submissions will NOT be accepted.

ATTENDANCE AND CLASS PARTICIPATION. This is the single most important component of this course. Class attendance is a prerequisite to obtain the corresponding percentage of the grade under this category. Students that have an absence in more than 26 % of the classes (8 classes out of 30) will NOT receive credit for this course regardless of the reason for the absence, including without limitations absences due to medical reasons, sports competitions, and employment obligations. Although it is necessary to come regularly to class to be able to participate and make a personal contribution to the course, coming to class only does not imply, per se, participation. Class participation entails asking questions in class, answering questions posed by the instructor, and volunteering comments related to the content of the lectures and the class activities, and sharing your thoughts and opinions with the rest of the class. We will resort to a broad range of class activities (concept maps, oral discussions, script writing, acting, etc.). Some will be conducted individually and others in small groups. Each student is expected to write down your class activities, even if you work in small groups. You are expected to be prepared for every class, i.e., you need to bring the textbook to class, do the required readings before class, and complete the reading guides and other homework assignments, which you must bring to class. You have to keep all your class activities in a PORTFOLIO and bring it to every class. Your portfolio consists, thus, on a collection of dated class activities that reflect your class work and participation. The main reader of the portfolio is you. Class activities completed before or after class are not to be considered as part of the portfolio. Homework discussed in class has to be included in the portfolio. On several occasions throughout the course, I may ask you to hand in the class activities or the entire portfolio for me to grade and/or to give formative feedback.

TEACHING METHODOLOGY

Lectures will provide historical perspective and explanation of literary terminology. Class readings, group discussions and presentations will provide a seminar format for learning. Video-tape, audio-tape and film presentation will serve as a background support or illustration for certain works.

TIME FRAME

ENG 218 involves three hours per week for the semester.

METHOD OF ASSESSMENT (GRADING METHOD):

The following semester grades will be assigned to students in post-secondary courses:

<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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

NOTE: Students may be assigned an “F” grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Disability Services:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Plagiarism

Students should refer to the definition of “academic dishonesty” in the “Student Code of Conduct.”

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, General Arts and Science Department:

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available at the Registrar’s office.

Communication:

Sault College has implemented WebCt/LMS as a tool of communication. The professor will inform students as to how this tool will be used in this course, and students are responsible for using this tool as directed.

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.