

English 115-3

Introduction to Language and Literature

CLASS:
Fall 2012
W F 11:15am-12:30pm
Room A1085
Office Hours: W F 2:00-3:00pm

INSTRUCTOR:
Dr J. Goossen
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DESCRIPTION

This course introduces students to post-secondary studies in English by examining developments in literature and language in and over time. Students will study particular themes and compare different genres in and across a broad array of texts, placed in their historical contexts, which may range from the renaissance to contemporary times. This course aims at developing sensitivity to genre, cultivating writing skills, and providing students with a set of literary terms and critical techniques as a foundation for further literary study.

A minimum of 30% of class time will be devoted to writing instruction. Because the course integrates writing instruction with the study of literature—writing through literature—the stated minimum will normally be exceeded. Graded written assignments, informal writing exercises, writing workshops, free-writing exercises, stylistic analysis, research skills, peer editing, multiple drafts, and ungraded writing will be undertaken. Students will be required to write at least two essays that will be marked and formally graded. During the course, students will write at least 3000 words.

OBJECTIVES

- To introduce students to major literary genres, concepts, and terms
- To build competence in writing through the study of literature, giving close attention to mechanics, structure, argument, editing, and research techniques
- To teach students literary analytical techniques with which to understand literature for their profit and delight

REQUIRED TEXTS

Hacker, Diana. *A Canadian Writer's Reference*. 4th ed. Boston: Bedford/St. Martin's, 2008.

Meyer, Michael. *Thinking and Writing About Literature: A Text and Anthology*. 2nd ed. Boston: Bedford/St. Martin's, 2001.

Lewis, Janet. *The Wife of Martin Guerre*. Athens, Ga.: Swallow, 1967.

Dictionary: Students should consider purchasing a good desk dictionary (such as the Oxford) to support their writing and their entire course of studies.

COURSE REQUIREMENTS

- All assignments are **due at the beginning of class** on the date specified.
- **Readings** must be completed before the class for which they are assigned.
- **Extensions** may be granted on essay assignments in exceptional circumstances, but must be arranged in advance (or vouched for by medical, etc documentation). **Late papers** will be marked down one refined letter grade per day late.
- **All** assignments must be submitted to receive a passing final grade.
- You are responsible not only for assignments and readings, but for everything discussed **in class**, including any **changes** announced to our course schedule.
- The most current version of this syllabus and any supplementary handouts will always be available on Moodle.

Literalization Exercises – 5 x 5% ea. = 25%

To understand a poem, one must first identify its plain, literal meaning. You will write **six** sonnet literalizations; your best **five** will count toward your grade. Moreover, you may **rewrite** any one literalization.

Essays – 10%, 20%, 25%

Essays will require you to practice three different aspects of literary analysis: **explication (1000 words; 10%)**, **comparison (1500 words; 20%)**, and **research (1500 words; 25%)**. **Due October 3, October 26, November 23** respectively.

Participation – 5%

Participation is your visible engagement with the class and the texts: look alert, ask questions, share your thoughts, and visit my office when you need help. It goes without saying that this requires regular attendance: skip classes and your grade will suffer.

Final examination – 20%

The exam will be comprehensive of the entire course. **December 8.**

Further directions for these assignments will be given well before they are due.

CLASSROOM ETIQUETTE

In order for each of us to get the most out of this class, please observe the following:

- Arrive on time. Attendance will be taken.
- Do not talk compulsively. Be self-aware and leave space for others' voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- No eating in class. Unslurped beverages are fine.
- Students may not use any device more technologically complex than a pen in our classroom. Beeping mobile phones will be confiscated.

GRADING SCALE

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	Excellent
A-	86-90	Excellent
B+	82-85	Good
B	75-81	Good
B-	72-74	Good
C+	68-71	Satisfactory
C	63-67	Satisfactory
C-	60-62	Satisfactory
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

AMBROSE UNIVERSITY COLLEGE ACADEMIC POLICIES

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar; online). Course extensions are only granted for serious issues that arise due to circumstances beyond the student’s control.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. **Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college.** Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.

Course Schedule

Wednesday	Friday
September 5 Course Introduction	September 7 Entrance writing diagnostic test
September 12 Poetry and the Sonnet <i>Read</i> Meyer, “Elements”; “The Sonnet,” 225-68 <i>Assignment:</i> Literalization 1 – William Shakespeare, Sonnet 65	September 14 Discussion, Sonnet 65 <p style="text-align: right;">Literalization 1 due, beginning of class</p>
September 19 Description of Essay 1 <i>Read</i> Meyer, “Types of Writing Assignments” pp. 42-45; “Explication” pp. 272-281 <i>Assignment:</i> Literalization 2 – John Donne, Holy Sonnet 14	September 21 Discussion, Holy Sonnet 14 <i>Assignment:</i> Literalization 3 – George Herbert, “Avarice” <p style="text-align: right;">Literalization 2 due</p>
September 26 Community Day – No Class	September 28 Essay Writing: thesis, paragraph, introduction, conclusion <p style="text-align: right;">Literalization 3 due</p>
Wednesday	Friday
October 3 Discussion, “Avarice” <i>Assignment:</i> Literalization 4 – Philip Sidney, <i>Astrophil & Stella</i> 52 <p style="text-align: right;">Essay 1 due</p>	October 5 Discussion, <i>Astrophil & Stella</i> 52 <p style="text-align: right;">Literalization 4 due</p>
October 10 Essay 1 Analysis; Essay 2 Description <i>Assignment:</i> Literalization 5 – Sidney, <i>Astrophil & Stella</i> 45	October 12 Discussion, <i>Astrophil & Stella</i> 45 Sidney (& Aristotle) on Fiction <i>Assignment:</i> Literalization 6 – G. M. Hopkins, “As Kingfishers” <p style="text-align: right;">Literalization 5 due</p>
October 17 Discussion, “As Kingfishers” Fiction <i>Read</i> Meyer, pp. 137-139; 142-43; 151-62; 165-69; 171-74. <p style="text-align: right;">Literalization 6 due</p>	October 19 The Short Story <i>Read</i> Flannery O’Connor, “Good Country People” (in Meyer pp. 803-16)

<p>October 24 The Novel Read Janet Lewis, <i>The Wife of Martin Guerre</i></p>	<p>October 26 <i>The Wife of Martin Guerre</i></p>
<p>October 31 The Essay Read: Meyer, pp. 511-15; 522-23; 530-31; 536-38 Jonathan Swift, “A Modest Proposal” (in Meyer pp. 516-21) Essay 2 Due</p>	
Wednesday	Friday
	<p>November 2 T. S. Eliot, “Tradition and the Individual Talent” (Handout)</p>
<p>November 7 Essay 2 Analysis; Essay 3 Description Research and Critical Approaches Read Meyer pp. 56-78; 118-34</p>	<p>November 9 Drama; Introduction to <i>Hamlet</i> Read Meyer pp. 282-92; 335-44</p>
<p>November 14 Read William Shakespeare, <i>Hamlet</i> 1.1-2.2 (in Meyer p. 345ff.)</p>	<p>November 16 Peer Review Workshop Essay 3 draft due</p>
<p>November 21 <i>Hamlet</i> 3.1-5.2</p>	<p>November 23 <i>Hamlet</i> 3.1-5.2 Essay 3 due</p>
<p>November 28 Exit writing diagnostic test</p>	<p>November 30 Last Class Exam Review Literalization rewrite due (optional)</p>
Final Exam: Saturday, December 8, 1:00-4:00pm	