



**COURSE OUTLINE**

**ENGLISH 100  
ACADEMIC WRITING & CRITICAL THINKING**

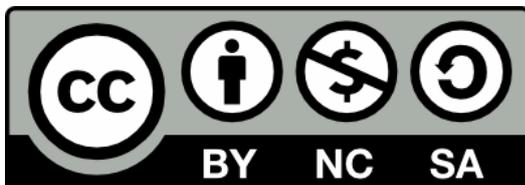
**45 HOURS  
3 CREDITS**

PREPARED BY: Dr. Drew Lyness, English Instructor  
APPROVED BY: Name, Title

DATE: Click or tap to enter a date  
DATE: Click or tap to enter a date

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date

RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.



---

AN INTRODUCTION TO THE STUDY OF LITERATURE

---

**INSTRUCTOR:** Drew Lyness, Ph.D.

**OFFICE HOURS:** Open office hours in the Academic Skills Centre, Wednesdays 1pm-3pm. Writing Centre Appointments available Wednesdays 10am-12am. Other times upon request.

**OFFICE LOCTATION:** A2005

**CLASSROOM:** A2605

**E-MAIL:** dlyness@yukoncollege.yk.ca

**TIME:** 4pm- 7pm

**TELEPHONE:** 604-789-7765 (texting welcome)

**DATES:** WEDNESDAYS

---

**COURSE DESCRIPTION**

This course introduces students to four literary genres: short fiction, poetry, the novel, and drama. Students learn the fundamentals of university-level literary study and explore major themes suggested by the selected texts.

**PREREQUISITES**

Successful completion of English 100.

**COURSE TRANSFER**

For more information about transferability please refer to the BC Transfer Guide or contact the School of Liberal Arts office (867) 668-8770.

**LEARNING OUTCOMES**

Upon successful completion of the course, which includes timely submission of all assignments, students will be able to

- recognize the basic conventions of the four main genres of literature (short fiction, poetry, the novel, and drama)

- perform post-secondary level analysis of literary texts, including analysis related to issues of class, gender, race, ethnicity, and sexual orientation
- apply standard literary terminology in their discussions of works of literature
- recognize literary devices and motifs, and explain how these contribute to a literary work
- present ideas in well-organized, thoughtful, and polished essays, and do postsecondary level research into literary subjects

### COURSE FORMAT

English 101 involves short lectures, class discussions, reading aloud, and group work. Assigned literature should be read at home, prior to discussion in class. Students may have the opportunity to experience some of the literature in live or film versions. All course notes, presentations, handouts and links will be posted on Moodle after class.

### ASSESSMENTS

#### Attendance

Attendance is crucial. Discussion and participation are particularly important in English 101, so you are expected to attend regularly and punctually. In addition, the midterm and final exams focus on specific aspects of and passages from the literary works that we will have discussed in class. If you do miss a class, it is your responsibility to find out what you missed and to complete any work assigned.

#### Assignments

Students will write two literary analysis essays of five to seven pages, worth 15% and 25%. In addition each student will be responsible for a class presentation leading the discussion on **one text** (or part of a text) this semester for 10%. Each student must also engage in **5 online discussions on Moodle** for a further 10% of the final grade.

#### Tests

There will be a mid-term exam during the term as well as a final exam during the exam period.

### EVALUATIONS

Assignments Essay #1 worth 15% Essay #2 worth 25%  Text Facilitation 10% Moodle Discussion 10%	60 %
Midterm Test	15 %
Final Exam	25 %
Total	100 %

**\*Note on Submitting Assignments and Late Assignments**

*Assignments are due by 11pm on the due date and are to be uploaded to our Moodle course site. Be certain to click the submit button and accept the submission statement.*

*After 11pm on the due date, the paper will be considered late and will be deducted 5% every day for a maximum of 5 days. After this point, assignments will no longer be accepted. Get 'em in on time!*

**TEXTBOOKS**

(available at the bookstore or online)

*Flight* a short novel by Sherman Alexie

*Translations*: a play by Brian Friel (this may need to be ordered online)

*Son of a Trickster* a novel by Eden Robinson

All other readings will be made available on Moodle or in handouts or introduced.

**ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

**PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper that has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

## Schedule of Classes for English 101: WINTER 2018 Tuesdays & Thursdays

(Class schedule may change slightly to accommodate guest speakers and visitors to class)

### WEEK 1 January 9

#### Introductions: Course description, goals, texts, assignments, grades

Why study literature? What makes writing "literary"?

Sign up for text facilitation and presentations

**\*Buy and start reading: *Flight* by Sherman Alexie\***

In class reading:

Listen: "You'll Never Believe What Happened" From: *The Truth About Stories* by Thomas King (2005)

Poetry: "Ozymandias" by Percy Bysshe Shelley (1818)

Poetry: "Dulce et Decorum Est" by Wilfred Owen (1917)

**Handout: Introduction to Literary Terms and Devices**

**WEEK 2**

**January 16**

**Cultures of story-telling, literary genres, and one of the most controversial short stories in English-language history...**

Preparation

Poem/Short Story: "Girl" by Jamaica Kincaid (1983)

Short Story: "The Lottery" by Shirley Jackson (1948)

Short Story: "NippleJesus" by Nick Hornby (2000)

Short Story: "Bullet in the Brain" by Tobias Wolff (1995)

**Handout: Voice, Point-of-View and Perspective**

**WEEK 3**

**January 23**

**Race, Culture, Vernacular writing in the USA**

**Preparation:**

Short Story: "The Man Who Was Almost a Man" by Richard Wright (1961)

Short Story: "Recitatif" by Toni Morrison (1983)

Poem: "Strange Fruit" by Abel Meeropol (1937)

In class: Selection of music and lyrics

**WEEK 4**

**January 30**

Preparation

*Flight* - Chapters 1 – 9

**Handout: Context and Historical Background, Spotting Themes**

**WEEK 5**

**February 6**

Preparation

*Flight* - Chapters 10- end

**Handout: Character study, exposition**

**WEEK 6**

**February 13**

**Nationality, Immigration and Border Fiction**

Preparation: Short Story: "Interpreter of Maladies" by Jhumpa Lahiri (1999)

Short Story: "American Embassy" by Chimamanda Adichie (2009)

Short Story "Borders" by Thomas King (1993)

Short Story: "Invisible Country" by Ray Gonzalez (2001)

**Handout: literary diasporas, borders, experiences of immigration in literary fiction**

**Hand in Essay # 1**

**WEEK 7 READING WEEK (NO CLASSES)**

**WEEK 8 MIDTERM QUIZ IN CLASS**

**February 27**

**Reading Drama – a play about Language & Culture**

Preparation *Translations* – Act One, pp. 1 - 37

Brian Friel the playwright – a profile (on Moodle)

**Lecture: Background to *Translations*, playwright, cultural and historical context**

**Handout: Reading drama, dialogue, direction and dramatic devices**

**WEEK 9**

**March 6**

Preparation *Translations* – Act Two, pp. 38-45

*Translations* – Act Three, pp. 46 – END

Conclusion and close analysis of the play

**Handout: Character development, themes, tension and subtext**

**WEEK 10**

**March 13**

**Contemporary Indigenous Literature in Canada**

Preparation     *Son of a Trickster* – Chapters 1- 13

**WEEK 11**

**March 20**

Preparation     *Son of a Trickster*, Chapters 14-26

**WEEK 12**

**March 27**

Preparation     *Son of a Trickster*, Chapters 27- END

**WEEK 13**

**April 3**

**‘The North’ in literature**

Preparation

Short Story: “Stone Mattress” by Margaret Atwood (2014)

Poetry: “Alaska Highway” by Jennifer Houle (2017)

Poetry: “I’m Scared of it All” by Robert William Service (1874-1958)

**WEEK 14**

**April 10**

**Revisiting themes of storytelling, language and power**

Poetry: “Brand New Ancients” by Kate Tempest

Exam Preview, Review, Closing discussions

**Hand in ESSAY #2**

**FINAL EXAM: ONLINE DURING EXAM WEEK**

## GRADING SYSTEM FOR ENGLISH ESSAYS

GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	<p><b>EXCELLENT:</b> An A paper is of outstanding quality in almost all respects. It has a clear, original, and engaging thesis that responds thoughtfully to the assignment. The essay is logically, coherently, and effectively organized. The author uses appropriate and compelling evidence to support the thesis with correct referencing and documentation.</p>
A	4	86-94	<p>The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions.</p>
A-	3.7	80-85	<p>The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so.</p>
B+	3.5	75-79	<p><b>GOOD:</b> The B paper is an above average performance but falls short of the A paper in some significant way. While the thesis statement is good, it may have some minor problems, may be difficult to find, or may lack originality and insight.</p>
B	3	70-74	<p>There may be a problem in organization or the order of the argument at one or two points in the essay. Evidence is appropriate and supports the thesis and is correctly referenced and documented. Although the paper may have minor weaknesses in paragraphing, it will contain evidence of the writer's ability to organize information into unified and coherent units.</p>
B-	2.7	65-69	<p>There may be issues of style. Text may be wordy, repetitive, vague, overly formal, or too informal. It may have passive structure, pronoun errors, or modifier errors. It may lack sentence variation or parallelism. There may be mechanical and grammatical errors sprinkled throughout the text.</p>
C+	2.5	62-64	<p><b>SATISFACTORY:</b> A C paper has a thesis, but the thesis may not be stated, may be poorly stated, may be commonplace, or may not deal completely with the assignment. The presentation of ideas and evidence may be disorganized, meandering, or otherwise lacking in logical coherence. Evidence may be lacking, inappropriate, or inconsistently used; it may have significant referencing errors.</p>
C	2	58-61	<p>The essay will be organized and paragraphed well enough to allow the reader to move through it with relative ease, although there may be some disjointedness and lack of focus. The paper will generally use language accurately.</p>
C-	1.7	55-57	<p>The essay may contain errors in sentences (fragments, run-ons, and comma splices), in punctuation, and in usage; however, the errors are not so frequent or large to distract the reader from the content of the paper. In an essay that might otherwise be a B, sentence and grammatical errors may warrant a C grade.</p>
D	1	50-54	<p><b>MEETS MINIMAL REQUIREMENTS:</b> This essay may be missing a thesis or indicate serious problems in formulating the thesis. The essay may miss the basic demands of the given assignment. There are serious problems in the essay's organization and development; the essay may seem chaotic at times. Evidence may be missing or inappropriate. The essay may indicate definite weaknesses in analytical thinking, and ideas may be underdeveloped. The writer's control of language may be uncertain. Usually, the D paper indicates a combination of problems: serious errors in reasoning, little or no development of ideas, lack of control of language, and many errors. Serious and frequent errors in usage, sentence structure, and mechanics interfere with the essay's readability.</p>
F	0	Under 50	<p><b>UNSATISFACTORY</b> This essay is unacceptable because it contains plagiarized material, shows a complete misunderstanding of the assignment, or the writing fails to meet the basic communication requirements of standard written English.</p>