

## School of Social Science and Humanities



ENGLISH 101  
An Introduction to Literature  
Fall 2025

3 Credits

# Course Outline

<b>INSTRUCTOR</b>	Drew Lyness, Ph.D.	<b>OFFICE HOURS</b>	By appointment
<b>OFFICE</b>	A2005	<b>CLASSROOM</b>	Online asynchronous
<b>E-MAIL</b>	dlyness@yukonu.ca	<b>CLASS TIME</b>	Online asynchronous
<b>TELEPHONE</b>	604 789 7765	<b>CRN</b>	10076
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## COURSE DESCRIPTION

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

## COURSE REQUIREMENTS

Successful completion of English 100

## EQUIVALENCY OR TRANSFERABILITY

Find course transfer at <https://www.bctransferguide.ca/>

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

## LEARNING OUTCOMES

Upon successful completion of the course, 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

### Delivery format

This course will be delivered in an online asynchronous format. There will be readings, media, journals, forums and writing tasks to be completed online each week. This format is to keep the course as accessible as possible for students with differing needs, as well as those in the communities who require remote credits. All material will be shared through video and online postings. There are no books to buy for this course.

### Expectations

Each week there will be readings to do, taking approximately 1-2 hours. There will also be a weekly journal posting to write alongside audio discussions, and longer assignments such as essays throughout the term.

## EVALUATION

Students will write **two literary analysis essays** of five to seven pages, worth a combined 50% of the course grade. Each student will also maintain an **ongoing reading journal** with entries for each week's assigned readings. **This journal will be reviewed at the end of the semester for 35%.** (see Moodle for assignment specifics). There will be a final review exam during the exam period but no midterm test.

<b>Assignments</b>	
<b>8 weekly writing journals (5% each)</b>	<b>40%</b>
Essay #1 worth           20%	<b>50%</b>
Essay #2 worth           30%	
Final online group project	<b>10%</b>
<b>Total</b>	<b>100 %</b>

### \*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 10%.*

### \*A note on sources

*There are no requirements that you bring in outside sources for your essays, but doing so might make the task of writing an 8-page literary analysis paper a little more easy. If you do choose to bring sources in however, cite them and make sure they are credible. Sources from online essays or websites such as freecollegeessays.com will fail! 😊*

**\*A note on AI\***

*We'll likely discuss AI in this class. We're all of us - students and instructors - learning to adapt to these new technologies. In my limited experience, however, the Chatbots are less accomplished at writing literary essays without making a lot of obvious mistakes. Use the tools at your disposal, but do the work and the thinking yourself!*

*If you have questions about a source or tool you're considering using, just ask me! Be sure to cite any texts you refer to properly and reference your sources in APA style (if you're more comfortable with another citation convention, check with me first!)*

## TEXTBOOKS & LEARNING MATERIALS

You do not need to purchase any texts for this course. Everything will be available on Moodle.

## COURSE WITHDRAWAL INFORMATION

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters)

Refer to the YukonU website for important dates: [www.yukonu.ca/admissions/important-dates](http://www.yukonu.ca/admissions/important-dates)

Refunds may be available. See the Refund policy and procedures at [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters)

## ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: [www.yukonu.ca/policies/academic-regulations](http://www.yukonu.ca/policies/academic-regulations)

## 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 University Academic Regulations (available on the Yukon University website at [www.yukonu.ca/policies/academic-regulations](http://www.yukonu.ca/policies/academic-regulations)

It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## TOPIC OUTLINE (provisional)

Week 1: Introductions

Week 2: Introducing Literary Themes

Week 3: African American literary traditions

Week 4: Indigenous Literatures 1 (pre-2005)

Week 5: Border Fiction 1

Week 6: Border Fiction 2

Week 7: Contemporary Indigenous literatures

Week 8: READING WEEK (NO CLASS)

Week 9: 'Translations' – a play

Week 10: 'Translations' - continued

Week 11: Finishing 'Translations' – connections to Indigenous languages in Canada

Week 12: Modernist writing, perspective, identity, gender

Week 13: Literature of war and conflict 1

Week 14: Literature of war and conflict 2

Week 15: Exam week

(see Moodle course site for details)

## Grading rubric for English papers:

GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	<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.
A	4	86-94	The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions.
A-	3.7	80-85	The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so.
B+	3.5	75-79	<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.
B	3	70-74	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.
B-	2.7	65-69	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.
C+	2.5	62-64	<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.
C	2	58-61	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.
C-	1.7	55-57	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.
D	1	50-54	<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.
F	0	Under 50	<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.