

University logo here

Department identification here

Course name
Course number
Semester

Due to the COVID-19 pandemic, this course is taught via remote delivery.

Course description: Intermediate literary studies and essay writing.

Prerequisites: English 101 or English 111 or English 120.

Co-requisites: None.

Credit Restrictions: Credit may be obtained for only one of ENG 100 (A Survey of English Literature from the Middle Ages to the Twentieth Century) or ENG 102 (Literature and Composition for English Language Learners II) or ENG 110 (English Literary Forms) or ENG 121 (British Literature from 1800 to the Present) or this course.

Hours: (3 - 0 - 0): 39 Instruction hours.

Credit value: 3

Instructor: Dr. Catherine Caufield

Email: clcaufield@gmail.com

Office hours: by appointment

Lecture times:

Room: ONLINE Monday @ (13:00 - 13:50), Wednesday @ (13:00 - 13:50), Friday @ (13:00 - 13:50).

Required resources:

1. Hart-Green, Sharon. 2017. *Come Back for Me*. Toronto: New Jewish Press.
2. Pick, Alison. 2014. *Between Gods*. Toronto: Doubleday Canada.
3. Richler, Nancy. 2012. *The Imposter Bride*. Toronto: HarperCollins.
4. Simons, Karen. 2013. *Things Donne and unDonne*. Edmonton: Author copy.
5. Van Dyk, Conrad. *The Nature of Writing*. Open Source Writing Guide, 2018.
<https://natureofwriting.com/>
6. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.

Course learning outcomes:

Effective writing skills are essential to success in every field of study, work, and life. In this course you will strengthen reading and writing skills. By the end of the course you will be able to confidently produce a coherent analysis of a work of literature, including:

- reading, annotating, and paraphrasing a work of literature (novel and play)
- consider formal and historical aspects of a work of literature in an educated way
- write an interpretation of the work in the form of a well-organized essay

Lecture topics:

WEEK 1: Introduction		
August 31	Introduction to course	
September 2		<ul style="list-style-type: none"> • Parts of Speech, Review
September 4		<ul style="list-style-type: none"> • Essay writing: Introduction
WEEK 2 Richler: <i>The Imposter Bride</i>		
September 7	Formal analysis: Narrative voice	<ul style="list-style-type: none"> • Parts of Speech: Verbs, main types • reading comprehension
September 9	Characters, characterization	<ul style="list-style-type: none"> • Parts of Speech: Verbs, characteristics
September 11	WORKSHOP	<ul style="list-style-type: none"> • More Subjects: Writing about literature: Introduction
WEEK 3 Richler: <i>The Imposter Bride</i>		
September 14	structure, time	<ul style="list-style-type: none"> • Parts of Speech: Verbals
September 16	Interesting sections	<ul style="list-style-type: none"> • More Subjects: Writing about literature: close reading
September 18	WORKSHOP	<ul style="list-style-type: none"> • Essay Writing: Plagiarism Quiz
WEEK 4 Richler: <i>The Imposter Bride</i>		
September 21	Historical context: text and author	<ul style="list-style-type: none"> • Parts of Speech: Prepositions
September 23	Interesting sections	<ul style="list-style-type: none"> • Essay Writing: Reading Critical Sources Effectively (15:20)
September 25	WORKSHOP	<ul style="list-style-type: none"> • Parts of Speech: Conjunction
WEEK 5 Pick: <i>Between Gods</i>		
September 28	library orientation	Assignment #1 due
September 30	Formal analysis	<ul style="list-style-type: none"> • More Subjects: Writing about literature: Historical
October 2	WORKSHOP	<ul style="list-style-type: none"> • Finding subject and object (Khan Academy)
WEEK 6 Pick: <i>Between Gods</i>		
October 5	Historical context	<ul style="list-style-type: none"> • Parts of Speech: Preposition or conjunction + Adverbs
October 7	Interesting sections	<ul style="list-style-type: none"> • Essay Writing: Outlines (8:22)
October 9	WORKSHOP	<ul style="list-style-type: none"> • Sentence Structure: Clauses

WEEK 7 Pick: <i>Between Gods</i>		
October 12	Literary theory	<ul style="list-style-type: none"> • More Subjects: Writing about literature: Methodology
October 14	Interesting sections	<ul style="list-style-type: none"> • Essay Writing: Essay Structure (8:57)
October 16	WORKSHOP	<ul style="list-style-type: none"> • Sentence Structure: Phrases
WEEK 8 Hart-Green: <i>Come Back for Me</i> (2017)		
October 19	Formal analysis	<ul style="list-style-type: none"> • Sentence Structure: Sentence Classification Writing Assignment #2 due
October 21	Interesting sections	<ul style="list-style-type: none"> • Essay Writing: Thesis Statements (9:20) + quiz
October 23	WORKSHOP	<ul style="list-style-type: none"> • Sentence Structure: Shifts in Perspective (3:39)
WEEK 9 Hart-Green: <i>Come Back for Me</i> (2017)		
October 26	Historical background	<ul style="list-style-type: none"> • Sentence Structure: Subject-Verb Agreement (4:58)
October 28	Interesting sections	<ul style="list-style-type: none"> • Essay Writing: Integrating Quotations – MLA, part I (10:05) + quiz
October 30	WORKSHOP	<ul style="list-style-type: none"> • Sentence Structure: Pronoun Reference (6:30)
WEEK 10 Hart-Green: <i>Come Back for Me</i> (2017)		
November 2	Interesting sections	<ul style="list-style-type: none"> • Sentence Structure: Comma Splices and Fused Sentences (5:07)
November 4	Interesting sections	<ul style="list-style-type: none"> • Essay Writing: Integrating Quotations – MLA, part I, Common Mistakes (8:24)
November 6	WORKSHOP	<ul style="list-style-type: none"> • Sentence Structure: Sentence Fragments (5:31)
November 9–13		
READING WEEK: NO CLASSES		

WEEK 11 Ravel: <i>Like A Butterfly</i>		
November 16	Formal analysis	<ul style="list-style-type: none"> • Sentence Structure: Misplaced Modifiers (5:45)
November 18	Interesting sections	<ul style="list-style-type: none"> • Essay Writing: MLA format (5:57) + Citations: MLA Citation Style, Works Cited
November 20	WORKSHOP	<ul style="list-style-type: none"> • Sentence Structure: Dangling Modifiers (3:30)
WEEK 12 Ravel: <i>Like A Butterfly</i>		
November 23	Historical background	<ul style="list-style-type: none"> • Punctuation: Commas, major patterns (8:24 + 5:04)
November 25	Interesting sections	<ul style="list-style-type: none"> • Punctuation: Commas, major patterns (7:50 + 5:23) • Students on own: review Commas, minor rules
November 27	WORKSHOP	<ul style="list-style-type: none"> • Punctuation: Apostrophes (6:04)
WEEK 13		
November 30	Discuss student questions, issues with final essay	<ul style="list-style-type: none"> • Punctuation: Ellipses + Parenthesis + Square Brackets
December 2		<ul style="list-style-type: none"> • Punctuation: Semi-colons + Colons + Dashes
December 4		Take-home examination due

Evaluation:*

	Weighting	Due Date
Participation: video on all class; active through audio	10%	throughout
Library quiz	5%	set by library
In-class presentation, groups of at least 3	15%	as scheduled
Writing Assignment #1	20%	September 28, 2020
Writing Assignment #2	20%	October 19, 2020
Final Examination	30%	December 4, 2020

*submit annotated sources in with assignments and final examination

Participation: video must be on throughout each class; frequent audio participation

In-class presentation: explain your reading of that week's reading portion to the class and *stimulate class discussion*

Writing assignment #1: write (500–800 words) on a formal aspect of the novel *The Imposter Bride*; include an outline with your paper and one annotated, peer-reviewed source; focus your paper with a thesis statement; integrate citations from the primary and secondary source(s). You may use either MLA or APA style. Follow these presentation guidelines:

- create a title that reflects the content of your analysis
- italicise book and journal titles, as well as non-English words
- double space throughout
- no extra spaces between title, body, paragraphs, and reference section
- 2cm margins
- 12pt font (serif or sans serif)
- note word count after the last paragraph; e.g., Word count: 450

Writing assignment #2: write (800–950 words), including an introduction, on a historical-contextual aspect of the novel *Between Gods*, supported by a demonstrated solid understanding of the formal aspects of this novel; include an outline and two annotated, peer-reviewed sources

Final examination (950–1200): develop an outline and write an essay (950–1200 words) on *Come Back for Me*; discuss both formal aspects and historical-contextual aspects; include an outline and three annotated, peer-reviewed sources

NB: All writing assignments and the essay must have a title, be double spaced with no extra space between paragraphs, use 12pt font with 2cm margins, and include the word count at the end.

See Concordia's [Extended Description of Grade Levels](#) (Section 9.3.2 of the Calendar) for further information on grading.

Course policies:

i. Classroom

- Audio should be muted during class unless you are responding to class content.
- Late arrival on a regular basis will impact the course grade.
- Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.3.1 of the Calendar for more details.
- Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to Section 9.2.2 of the Calendar for more details.
- Please refer to Section 9.2.4 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.
- At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

ii. Missed work and missed exam

- If you will miss an exam or cannot submit an assignment on time, please contact me as soon as possible to make alternative arrangements.
 - Absence may be excused because of illness, religious observance, certain sports events, etc. Alternative arrangements will not be made to accommodate, for example, family holidays or personal preferences.
 - Missing a scheduled assignment and/or examination will result in a grade of zero for that piece. **There will be no extra assignments provided to make up for a missed in-class assignment or essay.** Exceptions to this are extraordinary and will depend on truthful written documentation of a serious event. Note: holiday plans are NOT a valid reason for missing in-class work and I will not accommodate such requests.
 - *Deferred Final Examination:* Students who are unable to complete scheduled final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control may apply online to the dean for a deferred final examination within 48 hours of the missed examination. In the case of intended absences, students must submit their application at least one month prior to the originally scheduled final examination. Deferred examination requests for any other reasons will not normally be considered. The dean's decision to accept or decline the application is final. Students are directed to Section 9.2.3 of the Calendar for further information.
 - *Academic Honesty:* Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.5 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.
 - *Appeals:* refer to section 9.2.5 of the Calendar (Section G).
 - Please note that written assignments will be checked for plagiarism and that the procedures outlined by the University will be followed without exception.
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Additional contacts and services:

- a. Academic Administration
 - i. Dean of Faculty of Arts
 - ii. Chair of Department of Literature and Language
 - iii. Registrar's Office

- b. Academic Support
 - i. Vice President of Student Life and Learning
 - ii. Student Life and Learning

- c. Writing Centre
 - i. The Writing Centre (located in the Student Success Centre across from the book store) is a free service that provides support for teaching and learning through writing for students, staff, and faculty

Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
Satisfactory	Intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, CR denotes that the student has attained at least the C- level.	B-	2.7
		C+	2.3
		C	2.0
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives. The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	C-	1.7
		D+	1.3
Minimal Pass		D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0