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Faculty of Arts
Department of Literature and Language
<http://concordia.ab.ca/>

Literature and Composition for English Language Learners I
ENG 101X
Summer 12017

Course description: Introduction to literary studies and essay writing. This course provides support and instruction in composition and literature to students whose first language is not English.

Prerequisites: None.

Co-requisites: None.

Hours: (0.0 - 3.0 - 0.0): 39.0 Instruction hours.

Credit value: 3

Instructor(s): Sean Palmer (PHD, MA, BAH, BA)

Office: L280

Phone: N/A

Email: sean.palmer@concordia.ab.ca

Office Hours: Monday-Friday, from 12:00-1:00

Lecture/seminar/lab times: Lectures:

Room: CE309 on Monday @ (09:00 - 12:00), Tuesday @ (09:00 - 12:00), Wednesday @ (09:00 - 12:00),
Thursday @ (09:00 - 12:00), Friday @ (09:00 - 12:00).

Required resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.

Required Textbooks:

2. Stott/Jones. *The Harbrace Anthology of Poetry*. 5th ed.
3. Stott/Jones. *The Harbrace Anthology of Short Fiction*. 5th ed.
4. *The Canadian Writer's Handbook*

Optional resources:

Course objectives:

This course has two broad objectives. The first is to introduce students to a variety of approaches to analyzing literary texts from the genres of poetry and the short story. The second equally important objective is to use literature as a medium through which to improve language skills, both oral and through writing. The course will involve lectures, groupwork, interactive class discussion and audio-visual presentations. Emphasis will not only be placed upon the comprehension and analysis of literature, but also upon the ability to formulate clear and grammatically correct responses to literature in paragraph and short essay form.

Lecture topics:

Week 1: Poetry Analysis/Theme--Class and Race

Tuesday, July 4th

1st hour: Introduction to poetry analysis: William Blake's "The Chimney Sweeper"

2nd hour: Langston Hughes's "The Weary Blues" and "Theme for English B"; Excerpts from Boyz N The Hood and Spike Lee's When the Levees Broke.

3rd hour: grammar/grammar workshop—sentence elements and patterns (pg 28-38/The Canadian Writer's Handbook)

Wednesday July 5th: Theme--War

1st hour: The Great War/Excerpts from All is Quiet on the Western Front

2nd hour: Wilfred Owen's "Anthem for Doomed Youth" and "Dulce et Decorum Est"

3rd hour: grammar/grammar workshop—Working with sentence elements to create variety and emphasis (pg 38-50/The Canadian Writer's Handbook)

Thursday July 6th/Gender and the Holocaust

1st hour: Adrienne Rich's "Aunt Jennifer's Tigers" and Sylvia Plath's "Daddy" and "Lady Lazarus"

2nd hour: Schindler's List

3rd hour: grammar/grammar workshop—Common Sentence Problems (pg 50-61/The Canadian Writer's Handbook)

Friday July 7th

1st hour: In-class test review

2nd hour: In-class test

3rd hour: In-class test

Week 2: Short Story Analysis

Monday July 10th/Theme: Gender

1st hour: Kate Chopin's "The Story of an Hour"

2nd hour: Charlotte Perkins Gilman's "The Yellow Wallpaper"; excerpts from Erin Brockovitch

**3rd hour: grammar workshop—Nouns and Pronouns (pg 62-87/The Canadian Writer's Handbook)
Verbs; Agreement between subject and verb (pg 88-107/The Canadian Writer's Handbook)**

Tuesday July 11th: Gothic/Horror and Loss of Social Status

1st hour: Edgar Allen Poe's "The Fall of the House of Usher"; Herman Melville's "Bartleby, the Scrivener"

2nd hour: Excerpts from Francis Ford Coppola's *Dracula*

3rd hour: grammar/grammar workshop—Adjectives, Adverbs, Verbals (pg 107-12/*The Canadian Writer's Handbook*)

Wednesday July 12th Family and Tradition

1st hour: Alistair Macleod's "The Boat";

2nd hour: Timothy Findlay "War"/ Excerpts from "The Shipping News"

3rd hour: grammar/grammar workshop—Connecting words; Interjections, Diction (pg 121-151/*The Canadian Writer's Handbook*)

Thursday July 13th

1st hour: Guy Vanderhaeghe's "Cages"; Ernest Hemingway's "A Clean Well-Lighted Place"

2nd hour: Excerpts from "Good Will Hunting"

3rd hour: grammar/grammar workshop—The essentials of punctuation (pg 151-171/*The Canadian Writer's Handbook*)

Friday July 14th

1st hour: In-class Test#2 review

2nd hour: In-class Test#2

3rd hour: In-class Test#2

Week 3

Monday July 17th Exam Preparation/ Poetry/Theme: Death and Fame

1st hour: Emily Dickinson's "I heard a Fly buzz—when I died" and "Because I could not stop for death"

2nd hour: A.E. Houseman's "To an Athlete Dying Young"; Dylan Thomas's "Do Not Go Gentle into That Good Night"

3rd hour: grammar/grammar workshop—constructing effective paragraphs/summarizing and paraphrasing (pg 236-244/*The Canadian Writer's Handbook*) grammar workshop—paragraphs—effective topic sentences/lead-in sentences

Tuesday July 18th Theme: Fame and Ambition/Gender

1st hour: Marge Piercy's "Barbie Doll"; John Updike's "The Ex-Basketball Player"

2nd hour: Scenes from *The Matrix*, and W. H. Auden's "Unknown Citizen"

3rd hour: grammar workshop—paragraphs—Incorporating quotations and interpretive commentary

Wednesday July 19th Exam Preparation/The Short Story/Theme: Coming of Age

1st hour: James Joyce's "Araby"; Margaret Laurence's "The Loons"

2nd hour: Scenes from *The Road to Perdition*

3rd hour: grammar workshop—short essay—introductory paragraphs and thesis statements/body paragraphs

Thursday July 20th: Theme: Postcolonialism

1st hour: Joseph Conrad's "An Outpost of Progress"

2nd hour: Scenes from *Apocalypse Now*/ Thomas King's "Borders"

3rd hour: grammar workshop—short essay—concluding paragraphs and editing procedures

Friday July 21st

1st hour: Exam Review

2nd hour: Exam Review

3rd hour: Exam Review

Evaluation:

- 1. In-Class Test#1: Friday, July 7th (20%)**
- 2. In-Class Test#2: Friday, July 14th (20%)**
- 3. Grammar and Writing Workshops/Participation (25%)**
- 4. Final Exam: July 28th RM CF 309 9:00-11:00 (35%)**

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

Course policies:

i. Classroom

To be successful in this course, I would recommend the following:

- Attend class regularly; since most assessment for the class is based on in-class work, you diminish significantly your chances of doing well by not attending class.
 - Bring your texts to class, and follow carefully while we are analyzing excerpts from the texts that we are covering.
 - Annotate these excerpts, that is take notes while we are covering the material.
 - Please be respectful of the instructor and of other students; refrain from using cellphones (ie. texting) while the instructor and others are discussing course material.
 - Please avoid using cellphones in class unless they are being used for educational purposes (ie. looking up a word, or accessing a text, if you have left yours at home accidentally).
 - If you don't understand what is being covered or discussed, please reach out for assistance.
- Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.4.1 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 9.2.3 of the Calendar for more details.
 - Please refer to Section 9.2.8 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. Laboratory etc.
- iii. Exam procedures
- iv. Missed work and missed exams
If you are likely to miss assignments as a consequence of religious observance, family crisis or illness, then please let me know and we can reschedule assignments. Ensure that you keep me informed in this regard.
- *Deferred Final Examination:* Deferred final examinations may be granted to students who are unable to write final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control. Students are directed to Section 9.2.5 of the Calendar for further information. Of note is that the application for a deferred exam must normally be started within 48 hours of the missed examination.
 - *Academic Honesty:* Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.9 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 9.2.9 of the Calendar (Section G)
 - [Turn it in or other policies re. plagiarism](#)
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Additional contacts and services:

- a. Academic Administration
- i. Dean of Faculty of Arts
Name: PHD Neil Querengesser
Office: HA224
Email: Neil.Querengesser@concordia.ab.ca
Telephone: +1 780 479 9364
 - ii. Department of Literature and Language
Department Chair

Name: PHD Tim McNamara
Office: A201-F
Email: tim.mcnamara@concordia.ab.ca
Telephone: +1 780 479 9302

- iii. Program Coordinator / Director as needed
- iv. Registrar's Office (HA120, registrar@concordia.ab.ca, +1 780 479 9250)

b. Academic Support

- i. Vice President of Student Life and Learning (Dr. Barbara van Ingen, barbara.vaningen@concordia.ab.ca, +1 780 479 9289, HA217)
- ii. Student Life and Learning (studentlife@concordia.ab.ca, +1 780 479 9241, HA114)

c. Writing Centre

- i. The Writing Centre (located in the Concordia library, L266) is a free service that provides support for teaching and learning through writing for students, staff, and faculty
 - Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>).

d. *Accrediting body (if appropriate)*

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
		B-	2.7
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.	C+	2.3
		C	2.0
		C-	1.7
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.	D+	1.3
Minimal Pass	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.	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