

**ENGL 104ABLD Introduction to Critical Analysis**

*3 credits, 3 hours lecture*

Introduces methods of critical analysis through a range of literature written in English, broadly conceived, from different historical periods and cultural locations. Not to be taken by students with 6 credits in approved junior English.

*Prerequisite: English 30 or 30-1 or equivalent*

**Instructor**

Jane Jacques

S 211D

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**Office Hours**

Monday 11:00 – 11:50 AM

Tuesday 1:00 - 1:50 PM

Wednesday 10:00 - 10:50 AM

Thursday 4:00 – 4:50 PM

Friday 1:00 – 1:50 PM

**Hours of Instruction**

Wednesday 12:00 – 2:50 PM

**Required Resources**

Course pack of readings

Bechdel, Alison. *Fun Home*. Mariner, 2006.

Mandel, Emily St. John. *Station Eleven*. Harper Avenue, 2014.

Shelley, Mary. *Frankenstein* (1818). Edited by J. Paul Hunter, Norton, 2012.

**Course Outcomes**

Upon successful completion of this course, the student will be able to:

- Perform critical analysis of diverse texts using a variety of methods and approaches
- Communicate evidence based interpretations of texts

**Evaluation**

|                  |      |
|------------------|------|
| Response Papers  | 15%  |
| Essay One        | 10%  |
| Essay Two        | 15%  |
| Midterm          | 15%  |
| Graphic Response | 10%  |
| Informal Writing | 5%   |
| Final Exam       | 30%  |
| Total            | 100% |

*A grade of C- is required for progression or transfer.*

**Response Papers**

Students are required to complete a series of 3 short assignments responding to prompts that will be provided in class the week before the paper's due date. These papers should respond to the reading in a meaningful way while conforming to the guidelines provided. Students must complete 3 of these assignments. However, there will be 4 opportunities to complete a response paper. Late response papers will only be accepted in extraordinary circumstances. Response papers must be handed in at the BEGINNING of class on the due date and will be graded according to a rubric that will be supplied.

**Essays and Informal Writing**

Two essays will be required: one of 1000 words and the other, 1500 words.

Essays must be submitted on the due date for full marks. Essays submitted one day late (i.e. on Sept. 28 for Essay 1 or on Nov. 7 for Essay 2) will lose 10% until 3 p.m., after which they will be REFUSED. NO essays will be accepted after 3 p.m. on the day after the due date. Extensions will NOT be granted except under circumstances of bereavement or documented illness. Computer or printer failure is seldom an acceptable reason for granting an extension, and competing deadlines are NEVER an acceptable reason. Essays must be typed in 12-pt Times New Roman, double spaced, and submitted with correct MLA documentation.

Informal writing will take a variety of forms, including freewriting, peer review, and writing exercises. Some of these responses will receive feedback and others will be noted as "done" or "not done."

**Graphic Response**

Students will submit a response combining original written text and original illustrations to extend the universe of one of the readings of the course. More specifics will be provided.

## Examinations

There will be a midterm and a final exam in ENGL 104C. The midterm will be one hour in length and will be written during class on October 30. The final exam will be two hours in length and written during the University Studies examination period. Both exams will involve a combination of short-answer questions and essay questions.

## Sensitivity, Respect, and Subject Matter

Some of the material we will be covering this semester is of a charged nature—whether in terms of form, content or politics. As critics, we cannot shy away from this material; however, we must understand that this material may generate a wide variety of reactions and opinions among our colleagues in the classroom. Thus, it is imperative that we remain aware of, and sympathetic to, the reactions and opinions of our classmates. Respect and sensitivity will produce a stronger learning environment and generate better, more nuanced discussions.

| <i>Assignment</i>    | <i>Given</i> | <i>Length</i> | <i>Due</i>   | <i>% of Grade</i> |
|----------------------|--------------|---------------|--------------|-------------------|
| Essay 1              | September 19 | 4 pages       | October 17   | 10%               |
| Essay 2              | October 17   | 6 pages       | November 28  | 15%               |
| Response Paper 1     | September 12 | 2 pages       | September 19 | 5%                |
| Response Paper 2     | September 26 | 2 pages       | October 3    | 5%                |
| Response Paper 3     | October 31   | 2 pages       | November 7   | 5%                |
| Response Paper 4     | November 14  | 2 pages       | November 21  | 5%                |
| Graphic Response     | October 3    | 8 pages min.  | November 14  | 10%               |
| Midterm              | ---          | 60 minutes    | October 24   | 15%               |
| Informal writing --- | ---          | ---           |              | 5%                |

## Grading System

| <b>Descriptor</b>                  | <b>Alpha Grade</b> | <b>4.0 Scale</b> | <b>Percent</b> | <b>Rubric for Letter Grades</b>  |
|------------------------------------|--------------------|------------------|----------------|--|
| Excellent                          | A+                 | 4.0              | > 92.9         | Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format. |
|                                    | A                  | 4.0              | 85 – 92.9      |  |
|                                    | A-                 | 3.7              | 80 – 84.9      |  |
| Good                               | B+                 | 3.3              | 77 – 79.9      | Work is generally of high quality, well developed, well written, has clarity, and uses proper format.                      |
|                                    | B                  | 3.0              | 74 – 76.9      |  |
|                                    | B-                 | 2.7              | 70 – 73.9      |  |
| Satisfactory<br><b>Progression</b> | C+                 | 2.3              | 67 – 69.9      | Work has some developed ideas but needs more attention to clarity, style and formatting.                                   |
|                                    | C                  | 2.0              | 64 – 66.9      |  |
|                                    | C-                 | 1.7              | 60 – 63.9      |  |
| Poor<br><b>Minimum Pass</b>        | D+                 | 1.3              | 55 – 59.9      | Work is completed in a general way with minimal support, or is poorly written or did not use proper format.                |
|                                    | D                  | 1.0              | 50 – 54.9      |  |
| Failure                            | F                  | 0.0              | < 50           | Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.                                   |

## Proposed Schedule of Topics

| Date         | Topic  | Reading   | Assignments                         | Notes  |
|--------------|--|---|-------------------------------------|--|
| September 5  | Course Introduction  |   | informal writing                    |  |
| September 12 | What Is Literature?: An Introduction to Critical Reading and Writing | Chopin, "The Story of an Hour" (course pack)  |                                     | Response Paper One assigned Sept. 12   |
| September 19 | Reading Methodologies: Breaking Down the Text                        | Hemingway, "Hills Like White Elephants"<br>Carver, "Cathedral"<br>Atwood, "Happy Endings" (course pack)         | Response Paper One due Sept. 19     | Essay One assigned Sept. 19  |
| September 26 | Reading Methodologies: How Language Works                            | "Icarus and Daedalus" myth (course pack)<br>The Icarus Poems (course pack)                                      |                                     | Response Paper Two assigned September 26   |
| October 3    | Reading Methodologies: Readers and Writers                           | Bechdel, <i>Fun Home</i>  | Response Paper Two due Oct. 3       | Graphic Response assigned October 3  |
| October 10   | Reading Methodologies: Images and Words                              | Bechdel, <i>Fun Home</i>  |                                     |  |
| October 17   | Reading Methodologies: Literary Linguistics                          | Coleridge, <i>The Rime of the Ancient Mariner</i> (course pack)   | Essay One due October 17            | Essay Two assigned October 17  |
| October 24   | <b>MIDTERM</b>   | <b>EXAM</b>   | <b>IN</b>                           | <b>CLASS</b>   |
| October 31   | The Functions of Literature: Reading Context                         | Shelley, <i>Frankenstein</i>  |                                     | Response Paper Three assigned October 31   |
| November 7   | The Functions of Literature: Reading History                         | Shelley, <i>Frankenstein</i>  | Response Paper Three due November 7 |  |
| November 14  | The Functions of Literature: Reading Culture                         | Background to Swift, and Swift, "A Modest Proposal" (course pack)   | Graphic Response due November 14    | <b>Last Day to Withdraw: November 16</b><br>Response Paper Four assigned Nov. 14 |
| November 21  | The Functions of Literature: Reading Class                           | Mandel, <i>Station Eleven</i>   | Response Paper 4 due November 21    |  |
| November 28  | Orality and Literature   | Dumont, "The Devil's Language," Joe, "I Lost My Talk," King, "Borders," Van Camp, "Show Me Yours" (course pack) | Essay Two due Nov. 28               |  |

|            |                             |  |  |  |
|------------|-----------------------------|--|--|--|
| December 5 | Exam preparation and review |  |  |  |
| Dec 10-18  | <b>FINAL EXAMS</b>          |  |  |  |

**Please Note:** Date and time allotted to each topic is subject to change.

### **Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### **Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

**Specialized Supports**

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Text Anxiety. Individual appointments can be made by calling 780-791-8934.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**