

English 135 – Literature and Criticism

SAMPLE OUTLINE

Texts:

Valleau, Al, and Jack Finnbogason. *The Nelson Introduction to Literature*. 2nd ed. Thomson Nelson, 2004.

Troyka, Lynn Quitman, and Douglas Hesse. *Quick Access: Reference for Writers*. 3rd ed. Pearson, 2006.

Courseware: Three critical perspectives on Theodore Roethke’s “My Papa’s Waltz” (selected short passages); from Owen Wister’s *The Virginian*; Chrystos “Soft”; Marge Piercy “Barbie Doll”; and Jamaica Kincaid “Girl”

Course Description:

This course is an introduction to different ways of approaching and analyzing literary works to develop awareness of the relation between literature and criticism.

Objectives:

- (1) to develop self-awareness through personal responses to literary texts
- (2) to develop an understanding and appreciation of different cultures and environments
- (3) to enrich the study of literature by learning to read through various critical lenses
- (4) to develop a thoughtful interpretation of a literary text and to support that interpretation with textual evidence
- (5) to improve essay-writing skills including organization, presentation, and rhetoric
- (6) to strengthen academic research skills
- (7) to participate in an engaged, vibrant collaborative learning community

Assignments (4000-5000 words):

- | | |
|--|-------------------------|
| 1. In-Class Essay: Personal Response to a Poem | 10% (marked and graded) |
| 2. Two one-page Personal Responses (5% each) | 10% (graded) |
| 3. Library Assignment—two annotations | 5% (graded) |
| 4. Compare and Contrast analysis (2-3 pages) | 15% (marked and graded) |
| 5. Close Reading (2-3 pages) | 20% (marked and graded) |
| 6. Research Assignment (6-8 pages) | 20% (marked and graded) |
| 7. Final Exam | 20% (graded) |

Helpful Websites:

Malaspina Department of English: <http://www.mala.ca/english/index.asp>

Online Writing Lab (OWL) Purdue: <http://owl.english.purdue.edu/>

English 135

(3-hour classes)

Sept 4	Introduction to Course <ul style="list-style-type: none">• Diagnostic and Discussion: Theodore Roethke “My Papa’s Waltz” and one student’s in-class essay interpretation of “My Papa’s Waltz”• Writing: Freewriting and Looping exercise
11	Unit One: Reader Response <ul style="list-style-type: none">• Reading: Two interpretations of “My Papa’s Waltz”—John Ciardi and Miller Williams from <i>How Does a Poem Mean?</i> on “terror” and Peter Balakian from <i>Theodore Roethke’s Far Fields</i> on “persistent love”; Leona Gom “Survival” (poem); David Suzuki “The Pain of Animals” (essay)• Writing: Summary of “Survival”; development of summary by adding personal responses; incorporating textual evidence
18	<ul style="list-style-type: none">• Reading: Thomas King “How I Spent My Summer Vacation: History, Story, and the Cant of Authenticity” and Margaret Atwood “Happy Endings”• Writing: Reader Response to “Happy Endings”
25	Unit Two: Source-based Analysis <ul style="list-style-type: none">• Reading: Timothy Findley “Stones” and Robert Frost poems• Writing: Thesis Statements In-Class Essay: Reading Response to Poem
Oct 2	<ul style="list-style-type: none">• Reading: Margaret Laurence “To Set Our House in Order” and Sylvia Plath poems• Writing: End-of-text Citations
9	Unit Three: Textual Analysis <ul style="list-style-type: none">• Reading: Alice Munro “Something I’ve Been Meaning to Tell You”• Writing: Sentences (fragments, run-ons, comma splices) Library Tour Responses Due (2 revised one-page reader responses)
16	<ul style="list-style-type: none">• Reading: George Bowering “Grandfather” and Seamus Heaney “Digging”• Writing: Synthesis Annotations Due

23	<ul style="list-style-type: none"> • Reading: Billy Collins “Victoria’s Secret” and Marge Piercy “Barbie Doll” • Writing: In-Text Citations and Incorporating Evidence
30	<p>Unit Four: Contextual Analysis</p> <ul style="list-style-type: none"> • Reading Sex and Gender: Virginia Woolf “Women and Fiction”; Dorothy Livesay “Bartok and the Geranium”; Bronwen Wallace “A Simple Poem for Virginia Woolf,” and Chrystos “Soft” (courseware) • Writing: Analysis of Sources <p>Compare and Contrast Essay Due</p>
Nov 6	<ul style="list-style-type: none"> • Reading Materialism: Naomi Klein “Threats and Temps: From Working for Nothing to ‘Free Agent Nation,’” Vikram Seth “Work and Freedom,” James Joyce “The Boarding House,” and Alistair MacLeod “The Boat” • Writing: Subject-Verb agreements
13	<ul style="list-style-type: none"> • Reading Race and Ethnicity: Marilyn Dumont “The White Judges” and “Letter to Sir John A. Macdonald,” Armand Garnet Ruffo “Creating a Country,” Louise Erdrich “Dear John Wayne,” and Thomas King “The Garden Court Motor Motel” • Writing: Pronoun agreements and referents <p>Close Reading Due</p>
20	<ul style="list-style-type: none"> • Reading Postcolonialism: Dionne Brand “Imagination, Representation and Culture,” Derek Walcott “A Far Cry from Africa,” Wole Soyinka “Telephone Conversation,” and Salman Rushdie “Good Advice is Rarer than Rubies” • Writing: Words and Style
27	<p>Final Review</p> <p>Research Essay Due</p>