



**DEPARTMENT OF ARTS & EDUCATION**

**COURSE OUTLINE – WINTER 2016**

**EN1220 (D3) – Texts and Contexts – 3 (3-0-0) 45 hours**

**INSTRUCTOR:** Dr. Craig Smith

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**OFFICE:** C308

**E-** CrSmith@gprc.ab.ca

**MAIL:**

**OFFICE**

**HOURS:** Tuesday 10:00-12:00 or by appointment

**PREREQUISITE(S)/COREQUISITE:** none

**REQUIRED TEXTS/RESOURCE MATERIALS:**

Homer – *The Iliad*

Miguel de Cervantes – *Don Quixote*

Ngũgĩ wa Thiong’o – *A Grain of Wheat*

Other class readings will be posted to Moodle; it is your responsibility to ensure that you are able to access and read these documents well in advance of the class in which they will be discussed.

I strongly advise students to purchase the particular edition of the text available at the college bookstore. Because we will begin by reading works in translation, students will find it easier to follow class discussion if we are all working from the same translation.

**CALENDAR DESCRIPTION:** This course will explore a specific issue (to be determined by the instructor) using a variety of genres and media. Instruction will include essay writing skills.

**CREDIT/CONTACT HOURS:** 3 credits / 3 hours per week

**DELIVERY MODE(S):** The course work includes lecture, class discussion, in-class quizzes, writing instruction and assignments.

**COURSE OBJECTIVES:** What are the essential characteristics of the literary hero? Does the passage of time radically change what it means to be heroic or to act heroically? How differently do geographically distant cultures conceive of heroism? What do a culture's heroes tell us about its values and priorities? Does the figure of the hero serve particular political ends, or does the hero transcend the politics of his era?

Focusing on one of the oldest and most popular literary themes, our goals in this course will be to come to an understanding of the nature of heroic action, to explore how the central heroic figure transforms over time and across geographical and cultural boundaries, and to consider how changing contexts contribute to the development of varying conceptions of heroism. Ultimately, we will try to understand not only how particular versions of heroism are products of their place and time, but also how texts with heroic themes seek to intervene materially in the contexts from which they come.

**LEARNING OUTCOMES:** After taking this course, the successfully participating students will demonstrate the following:

- An appreciation of the ways in which changing historical contexts and evolving literary tastes produce varied approaches to, and version of, literary heroism
- An understanding of a range of literary terms and definitions
- The ability to employ specific literary terminology correctly and effectively both orally and in writing
- The ability to think critically about a range of literary texts and problems
- The ability to perform close readings of literary texts and to interpret literary texts in context
- The ability to write effectively, with control of sentence structure, tone, and style
- The ability to write a properly formatted and documented essay
- An understanding of what makes for an effective thesis statement and topic sentence and an ability to apply that understanding in practice

- An understanding of the close interrelation between strong critical reading practices and effective writing

**TRANSFERABILITY:** UA, UC, UL, AU, GMU, King’s UC

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

**GRADING CRITERIA:**

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>90 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 89</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>77 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 76</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

## **EVALUATIONS:**

Participation – 10%

Short writing assignment 1 – 5%

Short writing assignment 2 – 10%

Test 1 (**Week five**) – 10 %

Test 2 (**Week nine**) – 10%

Essay – 25%

Final exam – 30%

## **STUDENT RESPONSIBILITIES:**

1. Written assignments are to be submitted directly to me as a hard copy. I will not accept electronic copies. It is the student's responsibility to retain a copy of ALL assignments submitted for grading; in the unlikely event of theft or loss, a duplicate copy must be available upon request.
2. Written assignments are to be submitted *on time*. This means that they are due *before the beginning of class*. Late assignments will incur a penalty of 5% per day, with weekends counting as one day. Assignments more than one week late forfeit the right to full commentary.
3. Extensions will not be granted for written assignments except in extenuating circumstances. Documentation will be required.
4. Students are expected to attend *all* classes. Unexcused absences will negatively affect the participation component of a student's grade and could result in a failing grade for that component of a student's final mark.
5. Participation is not a mere formality but a vital part of the college learning experience. By responding to and posing questions, students become active participants in their own educational development. That said, I am aware that not all students will feel equally comfortable speaking in front of their peers; this difference in temperament need not result in any student receiving a lower grade for participation as there are multiple ways in which students should feel free to participate beyond the classroom. These include, but are not limited to, email conversations with me regarding the readings, lectures, or discussions, or coming to office hours to continue an in-class discussion. Students are also *highly* encouraged to make use of Moodle as a forum for continuing the discussion beyond the classroom. Please note that participation *does not* mean mere physical attendance. Simply showing up for class is not the same thing as contributing to the educational experience of one's peers.

6. Students are required to check the Moodle site for this course before each class to stay informed concerning course updates and announcements.

7. Cellphones are to be turned off and kept out of sight during class time. Students who text while the instructor and/or other students are speaking will lose marks for participation.

8. The dates for the in-class tests have been set for the first class of the fifth and ninth weeks of term. If, for some reason, you are unable to make it to class on these dates, it is your responsibility to contact me *before* class. In order to be able to write a test at a later date, any student who misses it will also need to provide documentation excusing his or her absence.

Refer to the College Policy on Student Rights and Responsibilities at

[www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES](http://www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES)

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/>

Or the College Policy on Student Misconduct: Plagiarism and Cheating at

<http://www.gprc.ab.ca/about/administration/policies/>

\*\*Note: all Academic and Administrative policies are available on the same page.

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

Weeks 1-5: Heroic individualism

Weeks 5-9: Heroic failures

Weeks 10-15: Heroic legacies and the politics of heroic symbolism