English 1127 W01

Please read this very carefully and refer to it frequently. You will often find that it answers your questions and saves you the bother of contacting me. Of course, if you do have questions which are not answered here, you are more than welcome to get in touch.

Cheratra Yaswen  
Langara office: 604-323-5281  
Home office: 604-873-6009 (You’ll have better luck reaching me at this number.).  
Office: A118q  
Office hours: Tuesdays 2:00-3:15  
I am currently recovering from a serious back injury so am primarily working from home. You can reach me by phone, email, or blackboard chat. I will check all three regularly (except on weekends and holidays) and I will be sure to be available or to reply quickly.

Textbooks:
- English 1127: Stories, Essays, Issues (ed. Cheratra Yaswen)  
- College Style Sheet

Course Objectives:
This course is designed to help you improve your essay writing skills, conduct academic research, understand and analyze essays, and understand and interpret short stories. To this end, we will focus on six major areas of study: MLA citation and avoiding plagiarism, essay writing, research, essay comprehension, literary analysis, and writing literary analysis essays. Upon successful completion of English 1127, the student will be able to:
- analyze short fiction  
- think critically  
- write clear and correct sentences and paragraphs  
- write essays that demonstrate an awareness of audience and the importance of both form and content  
- draft, revise, format, document and correct writing  
- write essays that demonstrate an awareness of audience and the importance of both form and content

Assignments:
- participation (preparation for class, weekly discussion boards and tasks, and some hand-in exercises) 25%  
- May 31: Assignment 1: timed, one and a half hour, literary essay 10%  
- July 2: Assignment 2: Clarity in Writing 5%  
- July 12: Assignment 3: literary essay 15%
- **Aug. 9:** Assignment 4: literary research essay 20% + correct citation 5% = 25% total
- **date TBA:** on-campus final exam (2 hours) 20% (If you are not able to be in Vancouver on the date of the exam, you can write the exam elsewhere, provided it is at the same time as the on-campus exam and provided you can find a suitable invigilator to supervise you by July 8. Please contact me for guidance in how to find an invigilator.)

*For a weekly breakdown of readings, assignments, tasks, etc., see the “To Do” lists in each module. You can also read these in this document or in the file marked “Assignments, Exercises and Tasks.”*

A+ 95-100%
A 90-94%
A- 85-89%
B+ 80-84%
B 75-79%
B- 70-74%
C+ 65-69%
C 60-64%
C- 55-59%
D 51-54%
F 50% or less

**Weekly Modules:**

I have set up this course in weekly modules. For each module, you are expected to

- read my prefatory remarks
- do the assigned readings
- answer the study questions about the readings
- participate in each module’s discussion boards by posting answers to some of the study questions and commenting on classmates’ postings
- in some weeks you will also be required to complete and submit an exercise.

It is very important that you read my prefatory remarks for each module before you do the study questions as my remarks will give you a lot of guidance and background information that will help you with the questions. In essence, these prefatory remarks are the same as the lectures I would give you if you in front of me in class.

**Weekly “To Do” Lists:**

*These are all of the “to do” lists for each week. You will also see one “to do” list in each week’s module. Work that must be handed in (rather than readings, study questions, and discussion board participation) is highlighted in red.*

*These readings and tasks are subject to change as I assess students’ needs.*

**Week One To Do (May 10-14)**
1. Carefully read and familiarize yourself with the Getting Started Module. This contains very important information about the course.
2. Read the prefatory remarks about Kate Chopin’s “The Storm” which are posted in the Week One module.
3. Read Kate Chopin’s “The Storm” which is in your courseware package, entitled English 1127: Stories, Essays, Issues.
4. Answer the study questions about “The Storm” which are posted in the Week One module.
5. Participate in the discussion board about the study questions for “The Storm.”
6. Read the essay “Rising Feminist Storms” which is posted in the Week One module.

**Week Two To Do (May 17-21)**
1. Read my prefatory remarks about Amy Mendenhall’s “Rising Feminist Storms.”
2. Read my essay writing lecture.
3. Read my handout on basic essay structure. This will be your model when you create an outline for Mendenhall’s essay.
4. Work on study questions about “Rising Feminist Storms”.
5. The last study question asks you to create an outline of Mendenhall’s essay, using my basic essay structure as your model. This you must hand in as an email attachment (using blackboard email) by Wednesday. You will not be graded on this but it will affect your participation grade which is 25%.
6. Participate in discussion board on “Rising Feminist Storms” by Wednesday. Comment on your classmates’ postings by Thursday.
7. I have included online “The Story of an Hour” which is also by Kate Chopin. In the beginning of Week Four, you will have to write a timed essay on this story. I therefore encourage you this week to:
   a) Read “The Story of an Hour”.
   b) Work on the discussion questions about the story.
   c) Participate in the discussion board about the story. (I will not participate in this but I may check in to see how it’s going.)

**Week Three To Do (May 24-28)**
1. Read pages 26-50 of the College Style Sheet.
2. Read the library’s PDF file on MLA Citation for works cited pages: http://www.langara.bc.ca/library/reshelp/Citing%20Your%20Sources%20in%20MLA%20Style_6Oct09.pdf
   (The reading for this week is very dull but very important. You are not expected to memorize everything. Rather, these are references which you will need to consult constantly when ensuring that you are properly avoiding plagiarism and citing your sources.)
3. Complete the citation practice exercise at the back of your textbook. (Find all plagiarism in the paragraphs; rewrite the paragraphs with proper citation; create a works cited page for those paragraphs.)
4. By Wednesday, participate in the discussion board about citation. See if classmates can help you where you are stuck. Help classmates where they are stuck.
5. On Thursday, send me both your revised paragraph and your works cited page. If I can see that you have worked hard on these, you will get full credit (which is part of your 25% participation grade.)

Week Four To Do (May 31-June 4)
You will be writing your first essay (timed and online) on May 31. You will have two opportunities to write this, either from 9:30am – 11:00am, or from 7:00pm – 8:30pm.
1. Read my prefatory remarks for this week.
2. Read the hand-out on common grammatical errors and try to figure out what’s wrong with each sentence. Try to correct them.
3. By Wednesday, post your at least five of your corrected sentences, along with your questions and comments about grammar, on the common grammar errors discussion board. Comment on at least two classmates’ answers by Thursday.
4. Read the web-link on logical fallacies.
5. Read the logical fallacy sentences and decide what kind of logical fallacy each contains.
6. Read the logical fallacy paragraphs. Decide what logical fallacy (or fallacies) these paragraphs contain.
7. By Wednesday, post and explain the logical fallacies for the logical fallacy paragraph and at least five of logical fallacy sentences. Reply to at least two of your classmates' comments by Thursday.

Week Five To Do (June 7-11)
1. Read my prefatory remarks about this week’s readings.
2. Read four (very short) stories:
   - “A Coyote Columbus Story” by Thomas King
   - “Nuits Blanches” by Colette
   - “Happy Endings” by Margaret Atwood
   - “Reunion” by John Cheever
3. Read a short section of “You’ll Never Believe What Happened” by Thomas King. Only read the section that begins with “Okay. Two creation stories,” which begins on page 22 of the essay and ends on page 25 of the essay.
4. Answer the study questions about the stories and the essay.
5. Participate in the discussion board by Wednesday, commenting on classmates’ ideas by Thursday.

Week Six To Do (June 14-18)
1. Read my prefatory remarks for this week.
2. Read the introduction to *Fiction: A Pocket Anthology*.
5. Answer the discussion questions about “The Painted Door” and “The Perils of Depression and War.”
6. Participate in the online discussion board about “The Painted Door” by Wednesday. Respond to classmates’ comments by Thursday.
7. Clarity in Writing Assignment:
- Read the file in this week’s module entitled “Bad ‘Painted Door’”
- You will need to rewrite this and submit it to me on July 2\textsuperscript{nd}.
- In order to help you with this process, I have posted study questions about it and a discussion board so that you can help each other with the study questions. Participation in this board is not mandatory but you are strongly encouraged to participate as it will help you with the assignment, which is worth 5% of your final grade.

\textbf{Week Seven To Do (June 21-25)}
1. Read my prefatory remarks about the story “Boys and Girls” by Alice Munro and the essay “Boys and Girls” by Marlene Goldman.
2. Read “Boys and Girls” by Alice Munro.
3. Read “Boys and Girls” (the essay about the story) by Marlene Goldman.
4. Do the study questions about the story and the essay.
5. Participate in the discussion board by Wednesday and respond to your classmates’ comments by Thursday.

\textbf{Week Eight To Do (June 28- July 1)}
Don’t forget to hand in Clarity in Writing assignment which is your rewritten “Bad ‘Painted Door’” on Tuesday July 2\textsuperscript{nd}.
1. Read my prefatory remarks about this week’s stories.
2. Read “American Horse” by Louise Erdrich.
3. Read “Indian Camp” by Ernest Hemingway.
4. Answer the study questions about the two stories.
5. Participate in the online discussion about the stories by Wednesday and respond to your classmates’ comments by Thursday.

\textbf{Week Nine To Do (July 5 - 9)}
If you will not be in Vancouver to take the final exam, you must find an invigilator and give me contact information for that invigilator by July 8\textsuperscript{th}.
1. Read my prefatory remarks for this week.
2. Watch “Return to Dieppe.” The link to the CBC site is provided in this week’s module.
3. Watch Timothy Findley on Dieppe. This CBC link is also provided.
4. Read “Stones” by Timothy Findley.
5. Read chapters two and three in \textit{Post-Traumatic Stress Disorder}, by Peterson et al..
6. Answer the study questions about the two readings.
7. Participate in the discussion board by Wednesday and respond to your classmates’ by Thursday.

\textbf{Week Ten To Do (July 12-16)}
Don’t forget that your literary essay is due on Monday, July 12.
1. Read my lecture on research.
2. Peruse Langara library’s website if you have not yet familiarized yourself with it.
3. Peruse Langara library’s website on evaluating research sources.
4. You do not need to participate in this week’s discussion board but I suspect you will have questions and comments after reading my lecture so feel free to post them and see what your classmates and I have to say.
5. I highly recommend that you contact the library and see if you can get a research methods orientation workshop from them. Usually, I send my classes there as part of this course but, since some of you are out of town, I have not done so for you.

Week Eleven To Do (July 19-23)
1. Read my prefatory remarks for this week.
2. Read “Everyday Use” by Alice Walker.
3. Read the essay “Walker’s ‘Everyday Use’” by John Gruesser.
4. Read the essay “Fight vs. Flight” by Susan Farrell.
5. Answer the study questions about the story and the essays.
6. Participate in the discussion board by Wednesday and respond to your classmates’ comments by Thursday.

Week Twelve To Do (July 26-30)
1. Read my prefatory remarks for this week.
2. Read “Two Kinds” by Amy Tan.
3. Answer the study questions about “Two Kinds.”
4. Read “In the Canon for all the Wrong Reasons” by Amy Tan.
5. Answer the study questions about “In the Canon.”
6. Participate in the discussion board about “Two Kinds” by Wednesday and respond to your classmates by Thursday.
7. Participate in the discussion board about “In the Canon” by Wednesday and respond to your classmates by Thursday.

Week Thirteen To Do (Aug. 2-Aug. 6)
Your final research essay is due on August 9.
This week is different. You have no real assignments. Instead, you can use the discussion board and my email to ask questions and go over ideas for your final paper. You might, for example, wonder if your research sources are appropriate. You might want to see if your outline for your essay is working. You might wonder if your thesis is a good one and if you can defend it well.

You don’t have to participate in this week’s discussion board. You don’t have to send me questions. However, you will certainly find it useful if you do so.

Blackboard:

If you are having trouble logging on to blackboard, try logging on to https://pacman.langara.bc.ca/webct/logon/83570509001

If you have questions about the Blackboard system, you should first look at the Online Student Orientation and Help Guide at: http://www.langara.bc.ca/edtech/orientation_online/index.html

If you are having technical problems with the course, you can contact the Help Desk at: 604-323-5999 or icshelp@langara.bc.ca
If you have questions about the course content, though, you should contact me.

**Discussion Board Requirements and Etiquette:**

As you can see, your participation in the discussion board makes a big difference in your final grade so it’s important that you read the guidelines about that participation.

There will usually be one discussion board per module/week. Occasionally, there may be more than one. If you have not posted the required number of answers to study questions by Wednesday of that week, you will not receive credit for having done so. You must post your responses to your classmates by Thursday in order to receive credit for having done so. You are also responsible for reading my comments, some of which may be posted on Friday once all of your postings are complete. Of course, you can respond to my postings as well, with either comments or questions.

You should think of the discussion boards the way you would think of classroom discussion. In class you would listen to everything I say and everything your classmates say. Similarly, you are expected to read all of your classmates’ comments as well as all of my comments. Often, if one of your classmates provides a correct answer to a study question, I will not provide my own answer, so it’s important not to assume that only my comments are worth reading. Of course, you are also expected to read my comments as they will help prepare you for all of your assignments, including the final exam.

It is very important that you be polite and respectful on the discussion boards. Of course you may find yourself disagreeing with another student or with me and a polite expression of that disagreement is fine but avoid accusations or rudeness. Some of the topics we will be covering can be controversial or ‘heated’ and that’s okay but, again, be respectful.

Because you are taking this course online, you are getting the chance to have extra writing practice in the form of online discussion boards. Though I do not expect perfection, the quality and content of your writing on these boards will affect your grade so take the time to do your best. While it is okay to post brief comments and replies, these won’t contribute to your participation grade. Those entries that ‘count’ should be of at least two, longer, formal, grammatically correct sentences. (If you find yourself writing answers as long as short essays, you’re doing too much work!) Do proofread your postings before posting them. Text message abbreviations, such as ‘OMG’ and ‘4ever,’ are not acceptable. Full sentences are required. Merely stating that you agree or disagree with a classmate is fine but it will not count toward your grade. Nor will mere repetition of another student’s ideas.

Remember that I will be getting a sense of your writing ability by looking at your discussion board postings. If your grammar, vocabulary, and insights are poor on the board but they are very good on your assignments, I will, of course, suspect that someone else has written your assignments (see section on plagiarism). This is another reason for you to put thought and energy into your postings.
While some digressions from the weekly topic are okay, you should, as much as possible, stick to the discussion questions which I provide. Your answers must be thoughtful and in keeping with college level, academic discussion. If you find yourself wanting to discuss other topics, you may use the Café 1127 board instead.

**Late Papers:**

Assignments must be submitted as email attachments (using my Blackboard email) on the day they are due; if they are not, they will be considered late. Late papers will not be accepted unless you have provided me with a legitimate reason well **before** the paper is due and I have accepted that reason as legitimate. Computer failures and family or relationship problems are generally not considered acceptable excuses for late papers. If you are ill and cannot hand in your paper on time, I will require a doctor’s note and advance notification. I may also require such things as proof of car accidents in order to verify your need for an extension. If I receive a late paper and have not already given permission for you to hand it in late, I will not grade it and it will be considered incomplete.

**Incompletes:**

If you stop participating altogether, or fail to submit one of your assignments, you will receive a failing grade in the course. If you don’t take the final exam, you will receive a grade of incomplete for the course. If you decide to withdraw from the course, you are free to do so but make sure to do so officially through registration or you will receive a grade of incomplete.

**Tutors and Outside Help:**

If you decide to hire and/or get a tutor to help you with this course, you must inform me that you have done so and provide me with a way to contact your tutor. Likewise, if you receive help from anyone on your paper, you must inform me of this. No-one may write or rewrite any portion of any of your assignments, for any reason. They may not substantially correct your grammar. If anyone does, you will be guilty of academic dishonesty (i.e. plagiarism) and will fail the assignment or even the course and can be reported to the dean.

**The Writing Centre:**

http://www.langara.bc.ca/academic-services/writing-centre

If you are looking for more help with your writing, you can go the Writing Centre on the Langara campus where you can receive one-on-one help with your writing assignments. It’s important that you not go to them at the last minute though. Rather, you should drop by well in advance so that they have time to help you and you have time to work on the revisions that they suggest.
**Plagiarism (Academic Dishonesty):**

http://www.langara.bc.ca/library/reshelp/citing.html

Plagiarism is a serious offence; it is theft. If any of your assignments are plagiarized, either in full or in part, they will receive an automatic F and you will be reported to the dean. Please keep all your notes and rough drafts of your assignments as I may ask to see them to help determine your academic honesty. If you are unsure about how to use citation in order to avoid plagiarism, please refer to your *College Style Sheet* and the Langara Library’s sources for citation (and focus on the MLA style of citation as this is what is used in English departments). In this course, we will also learn about proper citation methods which will make it possible for you to avoid plagiarism.