

School of Liberal Arts



English 101
Introduction to the Study of Literature
Winter 2025

3 Credits

Course Outline

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| INSTRUCTOR | Kirsten Madsen, B.A., M.F.A. | OFFICE HOURS | By Zoom, on request |
| OFFICE | n/a | CLASSROOM | Online class |
| E-MAIL | kmadsen@yukonu.ca | CLASS TIME | Asynchronous (several Zoom sessions may be held over the semester for literary discussion) |
| TELEPHONE | (867) 668-8770 (Liberal Arts office) | CRN | 202402 20082 |
| | | DATES | Jan 6 – April 11, Final Exam TBA |
| Liberal Arts office: Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770 | | | |

COURSE DESCRIPTION

This course introduces students to literary genres including fiction, poetry and drama. Students learn the fundamentals of university-level literary study and explore major themes suggested by the selected texts.

COURSE REQUIREMENTS

Prerequisite(s):

English 12 (min. 65%) or EAP/Engl 060 (min. B-)

EQUIVALENCY OR TRANSFERABILITY

For information about course transferability please refer to the BC Transfer Guide at <https://www.bctransferguide.ca/> or contact the School of Liberal Arts office at (867) 668-8770.

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

With conscientious effort, upon successful completion of the course, students will be able to

- recognize the basic conventions of the four main genres of literature (short fiction, poetry, the novel, and drama)
- perform post-secondary level analysis of literary texts, including analysis related to issues of class, gender, race, ethnicity, and sexual orientation
- apply standard literary terminology in their discussions of works of literature
- recognize literary devices and motifs, and explain how these contribute to a literary work
- present ideas in well-organized, thoughtful, and polished essays, and do postsecondary level research into literary subjects

COURSE FORMAT

Delivery format

While primarily asynchronous, this course is **NOT self-paced**. There will be **weekly online requirements and due dates for online participation each week**. Delivery will be online video and audio lectures with writing tasks on Moodle. There will be several optional (but highly encouraged) Zoom discussions over the semester. Access to a computer (with audio and video capability) and internet access is important. English 101 involves online readings, online discussions and journals, and written assignments.

Expectations: As stated above, students are expected to complete readings, view videos and complete assignments on the online platform, Moodle. Students should expect to spend at least three to six hours per week outside of class time on assignments and readings. We will then discuss these readings online each week. Participation in Moodle discussions, online journals, and chats are part of our Yukon literary salon and your course grade.

There will be weekly journal and Moodle discussion postings to write alongside longer assignments such as essays throughout the term.

You will need to visit the course Moodle site weekly and participate in online activities and discussions as assigned and scheduled. Meetings with the instructor to discuss individual work and progress will be held over Zoom. Consultation with the instructor and use of the Writing Centre are strongly recommended.

EVALUATION

Attendance and Participation

Discussion and participation are particularly important in English 101 and students are expected to keep up with readings, view and listen to lectures and contribute to online discussions regularly by **weekly deadlines**. Students are expected to contribute to the learning community through constructive discussion of readings as well as responses to peers.

Assignments

The written assignments for this course consist of an introductory assignment, and **two literary analysis essays** of five to seven pages. Each student will also submit **reading journal** entries for assigned readings as well as contribute to **weekly discussion forums** on Moodle.

You will also be graded on contributions to **peer discussions** during the term.

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|---|-----|------|
| Assignments | | |
| Quoting & Context assignment | 10% | 50% |
| Essay #1 | 20% | |
| Essay #2 | 20% | |
| Reading Journal & Discussion Forums on Moodle | | 35% |
| Contributions to Learning Community | | 10% |
| Final Project | | 5% |
| Total | | 100% |

***Note on Submitting Assignments and Late Assignments:** Assignments are to be uploaded to our Moodle course site by 11 PM on the due date in Microsoft Word format. After the due date, the paper will be considered late and will be deducted 5% every day for a maximum of 3 days.

***A note on sources:** *All words and ideas expressed in this class are meant to reflect your own thoughts, using the literature to back up your ideas. You must use text-based evidence for the papers you write: that is, you must cite the original piece of literature you are using. Sources from online essays, written using AI (like Chat GPT) or websites such as freecollegeessays.com will not be accepted as they will not meet assignment intentions. If you have questions about a source you're considering using, just ask me, the writing centre, or the library staff! Please cite any texts you refer to using APA style 7th edition style.*

TEXTBOOKS & LEARNING MATERIALS

Course play text: **Unity (1918) by Kevin Kerr**. Limited copies of this text are available to purchase from the Yukon University Bookstore. All other readings and class resources will be posted on Moodle.

Assignments will be submitted on Moodle in Microsoft Word. Access to a computer (*with audio and video capability*) and internet access is important.

COURSE WITHDRAWAL INFORMATION

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at www.yukonu.ca/admissions/money-matters

Refer to the YukonU website for important dates: www.yukonu.ca/admissions/important-dates

Refunds may be available. See the Refund policy and procedures at www.yukonu.ca/admissions/money-matters.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken, including A.I. generated language. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material (including A.I.) according to an accepted manuscript style (e.g., APA, MLA, etc.). Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: www.yukonu.ca/policies/academic-regulations

A.I. Writing Policy: I want to read and hear your own ideas and creative expression in this class, and to see the presence of you as writer in your written work. This class has a policy that all artificially generated text needs to be explicitly labelled if used, and should be avoided in essay and creative assignments. Any text you submit that is written by AI must be quoted and cited with the source written in parentheses (ChatGPT). Failure to adequately disclose your AI use will be considered plagiarism and result in a zero grade for the assignment. If A.I. use in your work is suspected, the onus is on you to prove that your work is original.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website at www.yukonu.ca/policies/academic-regulations)

It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE – A Yukon Literary ‘Salon’

| Week / Module | Readings and Assignments |
|---|---|
| 1. Introductions / Literary traditions: Yours, Mine and the World's | All readings and assignments posted on Moodle |
| 2. Close Reading: Bringing Texts Alive | Lydia Davis, Samantha Hunt, Bruna Dantos Lobato etc. |
| 3. Poetry: What can poems do? | Anne Carson, Shakespeare, Ajmer Rode etc. |
| 4. Poetry II: Tuning us to a different frequency of existence | Henri Cole, Danez Smith, Natalie Diaz, etc. |
| 5. Short fiction: What can stories do? | Lorrie Moore, Jhumpa Lahiri etc. |
| 6. Short fiction II: A container for movement | Jennifer Egan, Raymond Carver etc. |
| 7. Short story masters | Haruki Murakami, Alice Munro, George Saunders etc. |
| 8. Contemporary Indigenous literature | Joshua Whitehead, Therese Marie Mailhot, Brandi Bird etc. |
| 9. Stories of Adventure | Denis Johnson, Pam, Houston, Wells Tower |
| 10. Poetry: A Coda | Amy Dickinson, Michael Reynolds, Karen Solie, Rosanna Deerchild |
| 11. Canadian & Yukon Literature Now | Souvankham Thammavongsa, Leanne Betasamosake Simpson, Ivan Coyote, Tara Borin |
| 12. A Play and a Plague: Unity (1918) | Kevin Kerr |
| 13. A Play: Continued | Kevin Kerr |
| 14. Crafting a Conclusion: Final Class and Final Task | Applying literary terms to songcraft |
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GRADING SYSTEM FOR ENGLISH ESSAYS

| GRADE | Grade Point Value | Yukon College % | ESSAY DESCRIPTION |
|-------|-------------------|-----------------|---|
| A+ | 4 | 95-100 | EXCELLENT: An A paper is of outstanding quality in almost all respects. It has a clear, original, and engaging thesis that responds thoughtfully to the assignment. The essay is logically, coherently, and effectively organized. The author uses appropriate and compelling evidence to support the thesis with correct referencing and documentation. |
| A | 4 | 86-94 | The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions. |
| A- | 3.7 | 80-85 | The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so. |
| B+ | 3.5 | 75-79 | GOOD: The B paper is an above average performance but falls short of the A paper in some significant way. While the thesis statement is good, it may have some minor problems, may be difficult to find, or may lack originality and insight. |
| B | 3 | 70-74 | There may be a problem in organization or the order of the argument at one or two points in the essay. Evidence is appropriate and supports the thesis and is correctly referenced and documented. Although the paper may have minor weaknesses in paragraphing, it will contain evidence of the writer's ability to organize information into unified and coherent units. |
| B- | 2.7 | 65-69 | There may be issues of style. Text may be wordy, repetitive, vague, overly formal, or too informal. It may have passive structure, pronoun errors, or modifier errors. It may lack sentence variation or parallelism. There may be mechanical and grammatical errors sprinkled throughout the text. |
| C+ | 2.5 | 62-64 | SATISFACTORY: A C paper has a thesis, but the thesis may not be stated, may be poorly stated, may be commonplace, or may not deal completely with the assignment. The presentation of ideas and evidence may be disorganized, meandering, or otherwise lacking in logical coherence. Evidence may be lacking, inappropriate, or inconsistently used; it may have significant referencing errors. |
| C | 2 | 58-61 | The essay will be organized and paragraphed well enough to allow the reader to move through it with relative ease, although there may be some disjointedness and lack of focus. The paper will generally use language accurately. |
| C- | 1.7 | 55-57 | The essay may contain errors in sentences (fragments, run-ons, and comma splices), in punctuation, and in usage; however, the errors are not so frequent or large to distract the reader from the content of the paper. In an essay that might otherwise be a B, sentence and grammatical errors may warrant a C grade. |
| D | 1 | 50-54 | MEETS MINIMAL REQUIREMENTS: This essay may be missing a thesis or indicate serious problems in formulating the thesis. The essay may miss the basic demands of the given assignment. There are serious problems in the essay's organization and development; the essay may seem chaotic at times. Evidence may be missing or inappropriate. The essay may indicate definite weaknesses in analytical thinking, and ideas may be underdeveloped. The writer's control of language may be uncertain. Usually, the D paper indicates a combination of problems: serious errors in reasoning, little or no development of ideas, lack of control of language, and many errors. Serious and frequent errors in usage, sentence structure, and mechanics interfere with the essay's readability. |
| F | 0 | Under 50 | UNSATISFACTORY This essay is unacceptable because it contains plagiarized material, shows a complete misunderstanding of the assignment, or the writing fails to meet the basic communication requirements of standard written English. |