## COURSE SYLLABUS

**COURSE TITLE:** Literature and Composition: Reading Culture  
**COURSE CODE:** ENG 114  
**TERM:** Winter 2020  
**COURSE CREDITS:** 3  
**DELIVERY:** Face to Face  
**CLASS SECTION:** 96  
**CLASS LOCATION:** Room 206  
**CLASS TIME:** Mondays 9:00 to 11:50 a.m.  

**Start Date:** Jan. 6/20

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### Land Acknowledgement

We acknowledge that the land on which we gather is Treaty Six territory and traditional Métis homeland, and we acknowledge the diverse Indigenous peoples whose footsteps have marked this territory for centuries. Our Department’s vision is to be a place where many peoples come together to engage in mutually respectful relations and dialogues.

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### Course Description:

An introduction to historical and contemporary cultural forms in English. In addition to learning the tools of critical analysis, students will study and practice composition.

### Additional Information:

This course teaches students to contemplate the world about them, perceive and analyze “culture,” and think critically about what that means. We will interrogate a variety of texts, reflecting on and researching the politics of the literature in the context of its cultural history and our own. A significant portion of class will be devoted to practicing skills necessary for university and the world beyond—namely, critical thinking, working with others, writing, researching, and presenting.

### Prerequisites:

None. English 114.3 may be combined sequentially or simultaneously with one of 111.3, 112.3, 113.3, or 120.3, to form the prerequisite for 200-level courses in English. **Note:** Only 6 credits of ENG 110, 111, 112, 113, and 114 may be taken. ENG 120 may be used to fill 3 credits of first-year English or Humanities requirements, and may also be taken as an elective in addition to 6 credits of other first-year English classes. Costs in addition to tuition may apply to this course.

### Learning Outcomes:

After completing successfully 6 cu of 100-level English, students will be able to demonstrate they know at a minimum:

- how to read literary texts in different genres and from different centuries, identify the main ideas in those texts and recognize how their technical features function in meaning-making
- how to formulate a thesis about a literary work
- how to select information from a work that provides evidence in support of a thesis
- how to quote and paraphrase
- how to develop and structure a literary essay
- what plagiarism is and how to avoid it
- how to differentiate primary and secondary sources and cite them in the citation style set out in the Department’s Requirements for Essays:
- how to write essays that exhibit reasonable competence in the skills articulated in the “Standards for Composition” section of Requirements for Essays.
Standards for Composition

To pass English 114.3 a student must by the end of the class have shown competence in:

1. organizing an essay on a set topic, developing ideas logically and systematically, and supporting these ideas with the necessary evidence, quotations, or examples;

2. organizing a paragraph;

3. documenting essays properly using the MLA style of parenthetical references and a works cited list (see the Department of English Requirements for Essays);

4. writing grammatical sentences, avoiding such common mistakes as:
   i) comma splices, run-on sentences, and sentence fragments
   ii) faulty agreement of subject and verb, or pronoun and antecedent
   iii) faulty or vague reference (e.g., vague use of this, that, or which)
   iv) shifts in person and number, tense or mood
   v) dangling modifiers

5. spelling correctly; and

6. punctuating correctly.

Instructor: Dr. Barbara Langhorst

Office Hours: Fr. James Gray Academic Centre for Excellence, back of the library. Monday 1:30-4:30 p.m.; I will also be available by appointment on Tuesdays after 11:00 and Wednesday afternoons.

I encourage students to ask questions in class, but you may also ask questions before, after, or on the breaks.

Email: langhorstb@stpeters.sk.ca

Check your PAWS email daily, please. If class is cancelled, I will email you there. I respond to emails within 24 hours during the week (and within 48 hours on the weekend). Do not wait until the night before an assignment is due to ask questions or to request an extension.

Phone: 306-231-0701
Please call between 9:00 a.m. and 9:00 p.m. If I am not available, leave your name, phone number, the course number, and your question or concern.

Instructor Profile

I taught for five years at the University of Alberta, before falling in love with rural Saskatchewan in 2002. Now, as the Academic Programs Manager, I instruct ENG 110 (Literature and Composition), ENG 114 (Reading Culture), and ENG 120 (Introduction to Creative Writing) for St. Peter’s. I also teach two online courses for the University of Saskatchewan (ENG 358 Canadian Drama and ENG 359 Western Canadian Literature) and am a mentor in the Master’s of Fine Arts in Writing Program at the U of S. Over the course of my career, I’ve been honoured to win three awards for teaching and two book awards for poetry. My first novel, Want, was shortlisted for the Book of the Year prize at the Saskatchewan Book Awards, and my next manuscript—another novel—will be released in Spring 2021. I live near Humboldt on an acreage with my husband and our happy disarray of four cats, a black lab, an elderly horse, and the local wildlife.
Required Resources: Readings/Textbooks

King, Thomas. *Green Grass, Running Water.* (novel with endnotes)
Shakespeare, William. *Twelfth Night.* (you may try to find a used edition—any will do)
University of Saskatchewan. *Department of English Requirements for Essays* (online at: https://artsandscience.usask.ca/english/documents/RequirementsForEssays.pdf)

Textbooks are available from the University of Saskatchewan Bookstore:
https://shop.usask.ca/CourseSearch/?course[]=UOFS,202001,ENG,ENG114,96&

Criteria That Must Be Met to Pass, including Attendance

Students are expected to attend lectures and class discussions and to complete all written and online assignments and examinations. The two essays, online library instruction program, midterm, and final exam must be completed in order to pass the course. "University regulations about courses and examinations are at http://policies.usask.ca/policies/academic-affairs/academic-courses.php.

Please email me if you must be absent, and tell me the reason.

Reading Culture Class Schedule, and Changes to Readings, Events, or Activities

Our discussion will partly guide the sequence of topics and the material we study. Therefore, I may occasionally substitute or add readings or events and activities; you will be notified of changes in class the week before, and are responsible to have completed the required reading and the necessary preparation.

6-Jan-2020  Unit One: Science (stories of origin, visions of the future, animal/human rights)
• from *The Sacred Balance:* “The Breath of All Green Things” (David Suzuki)

13-Jan-2020  Unit One (continued) (read before class)
• “Some Enemies of Science” (J.B.S. Haldane) (*Nelson* 225-30)
• “The Pain of Animals” (David Suzuki) (266-70)

*The Bare Essentials:* Read xii-xv and 2-19 (textbook). Do Unit 1 Quick Quiz, and exercises 1.1 to 1.6 (workbook). Read Chapter 27 (184-189) and *Requirements for Essays* (Works Cited). Read Chpt. 22-26.

20-Jan-2020  Unit Two: Social History (class, gender, ethnicity/race, colonialism)
*The Bare Essentials:* Read pages 20-40 (textbook); do 2.1 to 2.9, 3.1 to 3.12, and 4.1 to 4.7 (workbook).

We will read in class:
• *A Modest Proposal* (Jonathan Swift) (210-216)

Assignment One due today via email to: langhorstb@stpeters.sk.ca
27-Jan-2020  **Unit Two** (continued)  
(read before class)  
- “My Wood” (E.M. Forster)*  
- “Marrakech” (George Orwell) (230-34)

*The Bare Essentials*: Read pages 42-50 (text) and do Quick Quiz 1 (page 51-52 of the workbook), as well as exercises 5.1 to 5.11. Also read 51-56 (textbook) and do all Unit 6 exercises except 6.12 (workbook).

03-Feb-2020  **Unit Three:** Comedy (class, gender, sexual orientation)  
- *Twelfth Night* (William Shakespeare) (play) *(read before class)*

*The Bare Essentials*: Read pages 57-64 (textbook) and do all exercises except 7.7 and 8.6 (workbook).

10-Feb-2020  **Midterm**: 9:00 – 10:30 a.m.  
**Class**: 10:45-11:50 a.m. Writing Essays

17-Feb-2020  **-------Reading Week: No Classes-------**

24-Feb-2020  **Unit Four:** Short Fiction  
- “Stones” (Timothy Findley) (408-22)  
- “There’s Something I’ve Been Meaning to Tell You” (Alice Munro) (422-35)  
- “To Set Our House in Order” (Margaret Laurence) (391-401)

*Feb. 29/20: ONLINE Library instruction quizzes must be completed by today.*  
*The Bare Essentials*: Read pages 65-74; do all exercises except 9.7 and 10.10. Do the Rapid Review.

02-Mar-2020  **Unit Five:** The Long Poem (we will read this in class)  
- *Seed Catalogue* (Robert Kroetsch) (130-38)

*The Bare Essentials*: Read pages 76-95, doing all exercises except 11.4, 12.15, and 13.4. (Note: These exercises will help you avoid errors in your essay.)

09-Mar-2020  **Unit Six:** Nonfiction (We will read these in class)  
- “How I Spent My Summer Vacation: History, Story, and the Cant of Authenticity” (Thomas King)*  
- from *A Geography of Blood* (Candace Savage)*

*The Bare Essentials*: Read pages 96-111. Complete all exercises except 14.5, 15.6, and 16.5. Do the Rapid Review and the Quick Quiz BEFORE you proofread your essay.

Assignment Two (literary essay) due today via email to langhorstb@stpetes.sk.ca
16-Mar-2020  Unit Seven: The Novel
    ●  *Green Grass, Running Water* (Thomas King)
        (Have the novel read before class)

No *Bare Essentials* this week or next.

**MONDAY EVENING: 16-Mar-2020, 7:00 p.m.**
You are expected to attend the reading by Candace Savage, from *A Geography of Blood*, in the library at St. Peter's.

23-Mar-2020  Unit Seven: The Novel (continued) – Secondary Sources
    ●  *Green Grass, Running Water* (Thomas King)
        (Bring one scholarly article about *Green Grass, Running Water* with you to class.)

30-Mar-2020  Presentations (remember to bring your printed copy to hand in)

06-Apr-2020  Conclusions: Looking Back in New Directions

**MONDAY EVENING: 06-Apr-2020**
Launch of *the Society*, St. Peter's literary and arts magazine
You are required to attend from 7:00 to 8:30 p.m.

**Apr. 2020 TBA**  Final Examination: do not book holidays until the exam schedule has been released. Travel is not an acceptable reason to miss a final exam.

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**Midterm and Final Examination Scheduling**

Midterm and final examinations must be written on the date and in the location scheduled. **Final examinations may be scheduled at any time during the examination period (April 9, 2020 to April 29, 2020)**; students should avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided within three days and an opportunity to write the missed exam **may** be given. Students are encouraged to review all examination policies and procedures:

[https://students.usask.ca/academics/exams.php](https://students.usask.ca/academics/exams.php)
Grading Scheme and Dates

<table>
<thead>
<tr>
<th>Participation (including quizzes &amp; events)</th>
<th>10%</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Essay (800-900 words)</td>
<td>15%</td>
<td>20 January 2020</td>
</tr>
<tr>
<td>Midterm Exam (9:00-11:50 a.m.)</td>
<td>15%</td>
<td>10 February 2020</td>
</tr>
<tr>
<td>Online Library Instruction Program</td>
<td>P/F</td>
<td>29 February 2020</td>
</tr>
<tr>
<td>Assignment 2: Literary Essay (1200 words)</td>
<td>20%</td>
<td>09 March 2020</td>
</tr>
<tr>
<td>Presentation (4-5 minutes)</td>
<td>5%</td>
<td>30 March 2020</td>
</tr>
<tr>
<td>Final Examination (3 hours)</td>
<td>35%</td>
<td>TBA April 2020</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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**Participation**

**Value:** 10% of final grade  
**Due Date:** Throughout the course.  
**Type:** This mark reflects your involvement: attendance, attentiveness, contribution to discussion, and performance on pop quizzes.

The “contribution to discussion” portion of your grade will be calculated according to the following guidelines:

- **Excellent** (mid-80s-100): Contributed frequently and insightfully; demonstrated critical understanding of readings; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
- **Good** (70-low 80s): Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
- **Adequate** (50s-69): Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.
- **Substandard** (0-49): Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

**Please note:** You are encouraged to attend the Canada Council for the Arts Readings (such as the Society launch). Make sure that you sign in, listen attentively, and ask good questions. I will announce the dates and times in class for any readings that come up that are not on the syllabus.

**Reconciliatory Writing Practice**

In response to the Truth and Reconciliation Commission of Canada, the Department of English seeks to reconcile relations with Indigenous peoples by encouraging Reconciliatory Writing Practices. We acknowledge the sovereignty of Indigenous peoples by capitalizing the words Indigenous, Aboriginal, and Native when they are used as nomenclatures for groups of nations and peoples, and by rejecting the use of patronizing references like “our native/aboriginal/indigenous people.” We acknowledge cultural diversity by discouraging pan-Indigenous references to a singular body of culture, and by thus recognizing the numerous culturally distinct bodies of Indigenous cultures in Canada. We recognize that scholarly accuracy and excellence require the rejection of essentialized notions such as “Indigenous people believe” or “Indigenous people think” as faulty claims that undermine reconciliation.
Assignment One: Essay on Contemporary Issues in Culture

Value: 15% of final grade
Due Date: January 20, 2020
Length: 800-900 words
Type: This assignment is to be done outside of class.
Description: See below.

Instructions:
Write an analytical essay that evaluates two or more sides of one issue that you've seen in the news. Strong logic and good evidence are very important, so make sure that you argue carefully and use reputable sources to support your argument.

Choose one news topic related to the following topics:
a) discrimination based on race, gender, class, sexual orientation, ability, or age
b) climate change
c) green technology
d) concussions in sports
e) mass human migration
f) sustainability in agriculture
g) mass extinction
h) another topic that interests you (you must ask my approval before you choose this)

Watch the CBC, CTV, Global, or BBC news AND check the Internet for information. Keep a full record of each source (radio and TV broadcasts and websites) as you collect them. Find several, and use at least two or three sources. Include a Works Cited page and a Works Consulted page. See Requirements for Essays at: https://artsandscience.usask.ca/english/documents/RequirementsForEssays.pdf

This essay will be graded for:
Content: choice of issue(s), depth of ideas, value of evidence, logic, and development of thought (60%)
Mechanics: grammar, punctuation, and spelling (20%)
Structure: intriguing title, skillful introduction, strong thesis, topic sentences, conclusion (10%)
MLA format (8th Edition): form, parenthetical citations, and Works Cited and Works Consulted (10%)

Midterm Exam

Value: 15% of final grade
Date: February 10, 2020
Length: 1 hour and 30 minutes
Type: For this closed book exam, you will be expected to know and be able to analyze all of the material we have covered since the beginning of term. No dictionaries or other aids will be allowed unless you have AES accommodations that specify their use.
Description: You will write one essay from a selection of three topics.
On-Line Library Instruction Program
Value: Pass/Fail (you cannot pass the course if you do not complete all four quizzes)
Due Date: February 29, 2020
Type: On-line (see Blackboard)
Description: In order to pass the class, students are required to complete the English Online Library Instruction Program. Read the four modules and complete the four quizzes. This assignment will prove invaluable in writing the literary analysis essay and in preparing for the exams.

Assignment Two: Literary Essay
Value: 20% of final grade
Due Date: March 09, 2020
Length: 1200 words
Type: This academic essay is to be done outside of class.
Description: This assignment offers you a chance to demonstrate your ability to analyze one piece of literature; to create a strong structure for your argument (including a precise thesis); to research using the online library, if you wish; to use well-chosen quotations and paraphrases as evidence to support your ideas; to write without mechanical errors; and to follow MLA format, 8th edition. This assignment will also help you prepare for the final examination.

You DO NOT have to conduct research for this essay, but if you do wish to do research, use only online scholarly peer-reviewed journal articles that you have retrieved through the University of Saskatchewan’s databases, as we have discussed in class.

NOTE: Dissertations and theses are NOT suitable secondary sources. Wikipedia, SparkNotes, and similar sites are not appropriate sources, either.

Explore, analyze, and write a critical essay on your topic. If you wish to use research to support your argument, use at least two scholarly articles.
Be sure to follow MLA format, 8th edition, to document all your research.
To begin, choose one of the following topics:

i. the role of mistaken identity in creating Twelfth Night’s humour
   OR

ii. the role of the fool(s) or madness in Twelfth Night
   OR

iii. the ways that Thomas King's Green Grass, Running Water acts as a political statement (one that deals with the organization of society).
   OR
iv. a topic that you develop in consultation with me. YOU MUST HAVE MY APPROVAL BEFORE YOU BEGIN writing on this topic.

This essay will be graded for:

**Content:** choice of issue(s), depth of ideas, logic, value of evidence, and development of thought (65%)

**Mechanics:** grammar, punctuation, and spelling (15%)

**Structure:** introduction, thesis, topic sentences, and conclusion (10%)

**MLA format:** 8th edition form, parenthetical citations, and Works Cited and Works Consulted (10%)

**Presentation**

**Value:** 5%

**Date:** March 30, 2020

**Length:** 4-5 minutes (2-3 double-spaced pages)

**Type:** Formal oral presentation

**Description:** This assignment is to be prepared outside of class, and performed in class. You will hand in a printed copy of your presentation. Use MLA format, 8th Edition, including a works cited page.

For this assignment, you will find, analyze, and present one recent scholarly article, showing how it has extended your understanding of *Green Grass, Running Water* or another text we have studied. This project gives you a chance to bring together all of the skills you have learned throughout the course: analysis, writing, research, and presentation.

**Final Exam**

**Value:** 35% of final grade

**Date:** TBA April 2020 (between April 9 and April 29)

**Length:** 3 hours

**Type:** This exam will be closed book. No textbooks or dictionaries will be allowed.

**Description:** You will be expected to know all of the material we have covered since the beginning of the term. You will write two essays from a choice of five to eight topics, and these will be graded for content, mechanics, and structure.

**Assignments**

Follow MLA format, 8th Edition. Use MS Word. Put your name, ENG 114, my name, and the date, double-spaced, in the top left hand of your essays. Create a fascinating title, and centre it. Tab to indent all paragraphs ½ inch. Use Times New Roman 12-point font with 1 inch margins on all sides. Double space. Use a header with the page number and your last name on the top right hand corner. On the “paragraph” menu, set spacing before and after at 0 and use double line spacing. If you do not know what this means, ask me to show you. Assignments are due in class on the day noted on this syllabus via email to langhorstb@stpeters.sk.ca.

Keep all of your graded essays, assignments, and exams, as I may request to have them returned to me for verification of progress. You will also find it useful to study them.
Late Assignments

If you ask before the due date and have a reasonable excuse (illness or domestic affliction), I will most likely be able to grant you a few extra days to complete your assignment. (We call this “an extension.”) If you do not obtain an extension, I reserve the right to deduct 10 out of 100 marks per week that the assignment is late. I may refuse to accept an assignment that is submitted two weeks or more past the due date.

Plagiarism / Academic Honesty

Honesty and integrity are expected of every student in class participation, examinations, assignments, and other academic work. All students must perform their own work.

You are plagiarizing if you present the words or thoughts of someone else as if they were your own — exceptions are proverbial sayings or common knowledge — or if you submit without approval of the instructor any work for which credit has previously been obtained or is being sought in another course.

Avoid charges of plagiarizing by acknowledging your sources in the essay and including them in the list of works cited. When quoting, make sure that all words and phrases from the source are in quotation marks. When paraphrasing, acknowledge the source of the idea but rewrite in your own language. For further information see the Department of English Requirements for Essays, which is posted on the Department website: http://artsandscience.usask.ca/english/documents/RequirementsForEssays.pdf

Plagiarism, whether from the web, from other students, or from published sources, is a serious academic offense. Acts of plagiarism will have consequences, depending on the nature of the offense. Less serious instances may be handled by instructors. Instructors may also report more serious offenses to the Dean, to be investigated by a College committee. Penalties can range from a "0" on an essay to a reduced mark for the course to expulsion from the University. Records of penalties assessed by the College committee are kept on file by the University Registrar; penalties become more severe for subsequent offences. For more information on Academic Integrity, see https://library.usask.ca/academic-integrity#AboutAcademicIntegrity. For University policies on Academic Misconduct, see https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#About.

Access and Equity Services

Students who have adverse responses to certain course materials or topics should discuss course content with their instructors and with AES. Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit https://students.usask.ca/health/centres/access-equity-services.php, or contact AES at 306-966-7273 or aes@usask.ca.
At St. Peter’s College, students who wish to access AES should meet with Matthew Washkowsky in Student Services, 306-682-7870, washkowskyM@stpeters.sk.ca, OR Krystal Shutko, also in Student Services, at 306-682-7857, ShutkoK@stpeters.sk.ca.

You may record lectures, but please give me notice if you intend to do so.

**Guidelines for the Grading of Undergraduate Essays**

No student essay will conform to all the criteria specified for any of the following grades. Often an essay has major strengths and major weaknesses which, when considered together, will determine its level.

**A (80 & up):** Strikingly original or perceptive in subject matter, style, and treatment or compellingly persuasive in cogency or argument, reasoning, and clarity of ideas. Mature handling of the elements of composition and rhetoric.

**B (70-79):** Most of the above qualities, only not in such striking degree. The essay must show positive qualities. An essay that has little, if anything, “wrong with it” mechanically, stylistically, and factually will not earn a “B.” The grade can be given either for a brilliant essay which contains a serious fault or faults, or for one which contains no serious faults but does not show competence exceptionally beyond the expectations of the assignment.

**C (60-69):** “C” is the pivotal grade: it is generally what an essay with few major errors and general competence will earn. Although “C” is the “average” grade, it does not have to be given to the majority of students. The “C” paper is often adequately thought out and written but lacks the spark of originality, perceptiveness, vividness, or clarity which indicates that the writer has communicated his or her ideas well. An ordinary topic treated in an ordinary manner.

**D (50-59):** Definitely substandard work, usually with serious errors in mechanics, logic, development, or style. The “D” paper is often characterized by superficial or careless work. Other “D” essays earn more than an “F” because they show some evidence of effort and a conscientious attempt to do the assignment.

**F (below 50):** Unacceptable. This grade is generally given for one or more of the following reasons:

a) not fulfilling the requirements of the specific assignment  
b) writing and mechanics are below the level of a typical high school graduate  
c) treating superficially already common ideas and observations as a substitute for the student's own ideas and organization  
d) developing and organizing essays in an illogical incoherent way  
e) failing to have a recognizable thesis or point of view in relation to the assigned topic  
f) disregarding elements of composition and rhetoric which have been stressed in class.