



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G106 English Literature II: Reading Narrative

3 credits. Prerequisites: None

**This is a U of S transferable course.*

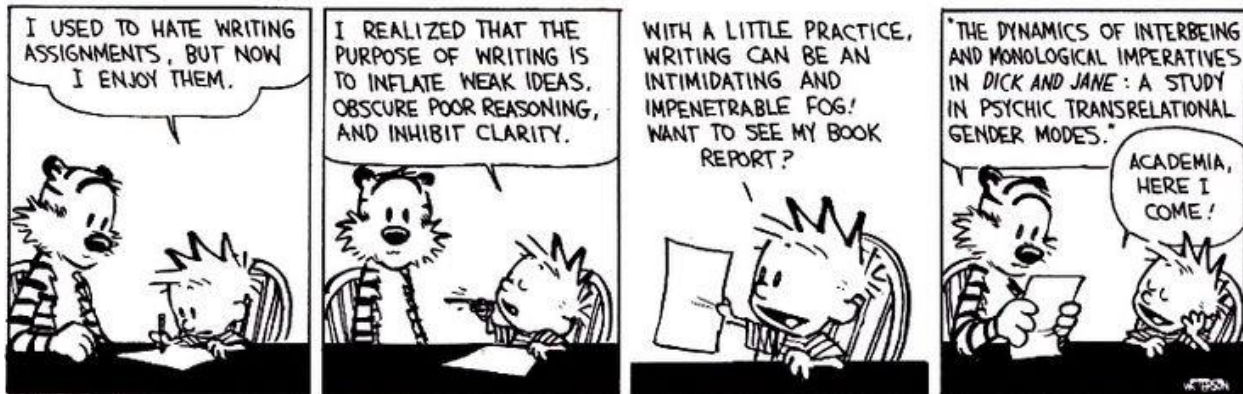
June 15-July 31, 2020

Term F

Tuesday/Thursday 1:00pm-4:00pm

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Course Content and Goals

Course Description

This course will introduce students to a variety of narrative forms in English, including the short story, the narrative essay, verse narrative, and the novel. Emphasis will be placed on identifying and analyzing the genres, modes, and techniques that story-tellers from different periods have used to explore the human experience and engage their readers. In addition, students will study and practice the art of writing clearly, coherently, and persuasively.

Relationship to Horizon's Mission

Literature is the language of human experience, and Christians have produced some of the most beautiful and profound examples of literary art in the world. This course prepares students for Christian leadership by equipping them with the tools to understand and delight in that creative heritage, and to gain access to a repertoire of human experience that includes diverse expressions of the gospel across the centuries.

Core Competencies and Learning Outcomes

To demonstrate competency in *contextual awareness*, students will

1. Identify and describe a range of narrative texts from the English literary tradition.
 - Assessment: *Final Exam*

To demonstrate competency in *skilled communication*, students will

2. Use close reading and critical literary terms to interpret literary texts.
 - Assessment: *Literary Essay 1; Literary Analysis Essay 2; Final Exam*
3. Compose written work using HCS Level 2 Canadian Standard English (grammar, punctuation, mechanics, syntax, organization, and style).
 - Assessment: *Literary Essay 1; Literary Analysis Essay 2; Final Exam*
4. Compose written work using the appropriate academic essay genre for the given context, purpose, and audience.
 - Assessment: *Literary Essay 1; Literary Analysis Essay 2*
5. Convey a clear academic purpose or message that is integrated with the broader theme(s) of the composition and supported by reason, evidence and illustration, style, and structural design.
 - Assessment: *Literary Essay 1; Literary Analysis Essay 2; Final Exam*

Course Work

Required Readings

Austen, Jane. *Northanger Abbey*. Mineola, NY: Dover Thrift, 2000. (ISBN-10: 0486414124; ISBN-13: 9780486414126).

Bellamy, Leanne, ed. *English Narrative and Essays: Reading Package*. Saskatoon: Horizon College and Seminary, 2020. (Available on Populi)

Chaucer, Geoffrey. *Canterbury Tales*. Edited by A. Kent and Constance Hieatt. New York: Bantam Classics, 1982 (ISBN-10: 0553210823; ISBN-13: 978-0553210828).

Rooke, Constance. *The Clear Path: A Guide to Writing English Essays*. 3rd ed. Toronto: Nelson, 2004. ISBN-13: 978-0176415617

Taylor, Daniel. *Death Comes for the Deconstructionist*. Eugene, OR: Slant, 2014 (ISBN-10: 1498293913; ISBN-13: 978-1498293914).

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Literary Analysis Essay 1 OR 2*. This assignment must be edited and submitted to the Skilled Communication *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

**If you enroll at Horizon in the fall, you will add this to your portfolio at that time.

1. *Literary Analysis Essay 1.*

You will write two literary analysis essays during this course. For your first essay, you may choose any text we have covered in the class so far and use *close reading* to examine the genre, subject, form, word choices, and themes in the text. You will then present your analysis and interpretation of the text in your essay, making sure to include a thesis statement that is supported by reasoned arguments and textual evidence. Research is not a requirement for this assignment, but you may also include scholarly secondary source material if you choose.

A list of possible topics will be provided closer to the due date. You may choose a topic from this list or you may propose a topic of your own. Please confirm your topic choice with the instructor no later than **June 25, 2020**.

- See Learning Outcomes 2, 3, 4, and 5.
- **Assignment Length:** 8-10 pages. **Due Date:** July 3, 2020.

2. *Literary Analysis Essay 2.*

For your second essay, you may choose any text we have covered in the class except the text you discussed in your Literary Analysis Essay 1. In addition, you must choose a text that is of a different genre than the text you chose for your first essay. For example, if you wrote about a novel in your first essay, you must choose a short story, verse narrative, or a creative nonfiction piece for your second essay.

As with your first essay, you should use *close reading* to examine the genre, subject, form, word choices, and themes in the text. You will then present your analysis and interpretation of the text in your essay, making sure to include a thesis statement that is supported by reasoned arguments and textual evidence. Research is not a requirement for this assignment, but you may also include scholarly secondary source material if you choose.

A list of possible topics will be provided closer to the due date. You may choose a topic from this list or you may propose a topic of your own. Please confirm your topic choice with the instructor no later than **July 10, 2020**.

- See Learning Outcomes 2, 3, 4, and 5.
- **Assignment Length:** 8-10 pages. **Due Date:** July 17, 2020.

3. *Take-home Final Exam.*

A final exam will be scheduled on Populi for the final day of class. The exam will last for three hours and be divided into three parts. In part one, you will define key literary terms we have covered throughout the course. In part two, you will write short, critical reflections on selections from texts we have covered throughout the term. In part three, you will write an essay of approximately five pages analyzing any of the texts we have studied in class, except for those texts you wrote about in Essay 1 and Essay 2. Assessment will be based on the accuracy of your

terminology, quality of analysis, and the clarity of the writing, and grammar and spelling will also be taken into account.

- Related learning outcomes: 1, 2, 3, 5
- **Assignment Length:** 3 hours. **Due Date:** July 21, 2020

Estimate of Time Investment (individual time investments may vary)

Readings	30 hrs	As scheduled
Classroom time	30 hrs	As scheduled
1. Literary Analysis Essay 1	15 hrs	July 3
2. Literary Analysis Essay 2	15 hrs	July 17
3. Final Exam	10 hrs	July 21
Total =	100 hrs	

Assessment Rubrics

You can access rubrics for each of your assignments through the Course Rubrics lesson in Populi. Finalized rubrics will be available a minimum of one week before the assignment is due.

Course Outline / Class Schedule

Unit 1	Introduction to Narrative	Reading, Videos, and Assignments
June 15	Introduction: The Elements of Fiction Syllabus Overview and Study Calendars	*Readings must be completed before class on the assigned due date.
June 17	Genre, Mode; Short Story, American Southern Gothic, Narrative Detail, Point of View	Reading Package: “A Rose for Emily” “A Good Man is Hard to Find” Reading Package: “The Nature and Aim of Fiction”
June 23	Novel; Satire	<i>Northanger Abbey</i>
June 25	Novel; Character/Coming of Age, Free Indirect Style	<i>Northanger Abbey</i>
June 30	Creative Nonfiction; Myth	Reading Package: “‘You’ll Never Believe What Happened’ Is Always a Great Way to Start” Reading Package: “Reading and Writing Worldviews”
July 2	Short Story; Canadian Fiction, Frame Narrative, Symbolism	Reading Package: “The Labrador Fiasco” “The Jude”
July 3		Literary Analysis Essay 1 Due
July 7	Narrative Verse; Chaucer, Bestiary	<i>Canterbury Tales: Prologue + The Nun’s Priest’s Tale</i>

July 9	Narrative Verse Essay writing: questions and revisions	<i>Canterbury Tales: Prologue + The Nun's Priest's Tale</i>
July 14	Novel	<i>Death Comes for the Deconstructionist</i>
July 16	Novel; Mystery Final Exam Review	<i>Death Comes for the Deconstructionist</i>
July 17		Literary Analysis Essay 2 Due
July 21	Short Story: Mystery, Fantasy, Realism	Reading Package: "The Golden Key" "Good People" "The Mirror and the Magistrate" Reading Package: "Fantasy: Literature as a Lamp" Final Exam (Take home)

- First submissions of assignments will not be accepted after July 22, 2020.

Revision Week Schedule

Date	Assignment
Term F	
Friday, July 24	Literary Analysis Essay resubmission 1 (as necessary)
Monday, July 27	Literary Analysis Essay 2 resubmission 1 (as necessary)
Wednesday, July 29	Literary Analysis Essay 1 (as necessary)
Thursday, July 30	Literary Analysis Essay 2 resubmission 2 (as necessary)

- No resubmission of assignments will be accepted after July 31, 2020

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late

submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it

is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.

- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

- Atwood, Margaret. "The Labrador Fiasco." In *The Turn of the Story: Canadian Fiction on the Eve of the Millennium*. Edited by Joan Thomas and Heidi Harms, 1-14. Toronto: Anansi, 1999.
- Chesterton, G.K. "The Secret of Father Brown." In *The Complete Father Brown: The Enthralling Adventures of Fiction's Best-Loved Amateur Sleuth*, 461-467. London: Penguin, 1981.
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- Elias, David. "The Jude." In *Places of Grace*. Regina: Coteau Books. 1997
- Faulkner, William. "A Rose for Emily." In *Collected Stories of William Faulkner*, 119 – 130. New York: Random House, 1950.
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- King, Thomas. "'You'll Never Believe What Happened' Is Always a Great Way to Start." In *The Truth About Stories: A Native Narrative*, 1-29. Toronto: House of Anansi, 2003.
- Lewis, C.S. "The Language of Religion." In *Christian Reflections*. Edited by Walter Hooper, 129-141. Grand Rapids: William B. Eerdmans, 1967.
- MacDonald, George. "The Fantastic Imagination." In *The Complete Fairy Tales*. Edited by U.C. Knoepflmacher, 5-10. New York: Penguin, 1999.
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Tolkien, J.R. "On Fairy Stories." In *Tree and Leaf*, 3-81. London: HarperCollins, 2001.

Veith, Gene Edward Jr. "Reading and Writing Worldviews." In *The Christian Imagination: The Practice of Faith in Literature and Writing*, edited by Leland Ryken, 117-134. Colorado Springs: Waterbrook, 2002.

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