

COURSE SYLLABUS



COURSE TITLE: ENGL-161: Literary Genres

CLASS SECTION: 001

TERM: S2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In person

Camosun College campuses are located on the traditional territories of the Lək'wəḡən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Julian Gunn
EMAIL: gunnj@camosun.bc.ca
OFFICE: C318
HOURS: (In person) Tuesdays, 10:00 – 11:00
(Online) Wednesdays, 9:00 – 10:00

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Hi folks! I'm your English 161 instructor, Julian Gunn. I've been a visitor on Lək'wəḡən and W̱SÁNEĆ territories for about thirty years, but I was born in Prince George, on Lheidli T'enneh territory. I'm excited to talk about literature with you through three lenses: literary analysis; Sto:lo scholar Jo-Ann Archibald's ideas about storywork; and the idea of games and literature as play.

Please read all the way through this extremely dull document. There are useful things in here, and it is good practice for life. The course will be much more interesting.

CALENDAR DESCRIPTION

This course introduces the study of literature in English with a focus on genres: short fiction, novel, poetry, drama. Reading, writing, oral and interpretive skills necessary for analyzing literature are emphasized, including close reading, literary criticism, and terminology. Academic reading and essay writing skills, transferable to any discipline, are practised.

PREREQUISITE(S):

One of:

- B in English 12
- C+ in Camosun Alternative
- C in ENGL 151

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Reading and Writing

- Analyze literature in English written in genres of poetry, short fiction, novel, and drama from different historical periods;
- Analyze literature in English by authors from various cultural backgrounds;
- Identify different literary forms and genres;
- Acquire a working vocabulary of literary critical terminology;
- Recognize literary forms and make linkages between forms and content;
- Make, support, and evaluate inferences about the function of specific literary elements;
- Develop formal/informal, critical, reflective, and personal responses to texts;
- Use literary and analytical terms correctly (e.g. metaphor, irony, character, setting, and plot);
- Compare and contrast themes and issues;
- Develop appropriate interpretive skills where non-print kinds of texts are studied (film, visual, audio, digital, multi-media);
- Demonstrate the difference between paraphrase and analysis;
- Develop and argue, in an academic essay format, a coherent reading of a literary text;
- Select and integrate primary textual evidence that effectively supports an essay's argument;
- Integrate secondary sources where applicable;
- Use a scholarly essay form, including a thesis; topic sentences; argument and/or analysis; use of quotations; unified, coherent paragraphs and transitions; rhetorical strategies appropriate for purpose and audience; and effective introductions and conclusions;
- Use a critical approach with appropriate language and terminology;
- Produce writing under exam or exam-like conditions;
- Write clear, concise, effective prose, and know how to identify, as well as correct, common mechanical and grammatical errors.

2. Information Literacy Skills:

- Determine the nature and extent of the information needed;
- Know and use what information resources available, in different formats;
- Use print and electronic resources effectively and efficiently;
- Evaluate sources for authority, relevance, reliability, currency, and other criteria;
- Incorporate and integrate research through correct use of summary, paraphrase, and quotation;

- Document sources fully and ethically, according to specified bibliographic conventions.

3. Discussion/Reflection:

- Discuss and analyze literature in class;
- Identify a variety of literary approaches and/or theories that can be taken towards a text;
- Articulate one’s position in a critical debate of ideas;
- Engage respectfully with different interpretations;
- Reflect on one’s own writing for continuous improvement.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. English 161 Course Pack
2. *This is How You Lose the Time War*, Amal El-Mohtar and Max Gladstone

Other materials will be made available by handout and on D2L.

This course meets from 11:30 – 12:50 on Tuesdays and Thursdays in Fisher 266.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WK	DAY	ACTIVITY or TOPIC	ADVANCE Reading ETC (CP = Course pack)	MAJOR ASSIGNMENTS (Due Sundays)
1	Tuesday, May 3	Introductions Classroom agreements	“Getting There” (RPG) Patricia Grace, “Butterflies” (In-class handouts)	Introductory Email (5%)
	Thursday, May 5	Reading literature Close reading	George Saunders, “Sticks” (CP)	
2	Tuesday, May 10	Writing about literature Citation review	Willa Cather, “Paul’s Case” (CP) Video 1 – “Paul’s Case” (D2L)	
	Thursday, May 12	Critical approaches Discussion circles	Daniel Heath Justice, “The Boys Who Became the Hummingbirds” (CP) Video 2 – “The Boys Who...” (D2L)	
3	Tuesday, May 17	Structural analysis	Anton Chekhov, “The Darling” (D2L) George Saunders, “Thoughts on ‘The Darling’” (CP)	
	Thursday, May 19	Disrupting categories Speculative fiction	Leanne Simpson, “Big Water” (CP) “The Ones Who Walk Away from Omelas” (Ursula K. LeGuin) (D2L)	

WK	DAY	ACTIVITY or TOPIC	ADVANCE Reading ETC (CP = Course pack)	MAJOR ASSSIGNMENTS (Due Sundays)
4	Tuesday, May 24	Fiction and metafiction Fiction review discussion circles	Grace Paley, "A Conversation with my Father" (CP)	In-Class Writing on Fiction (10%)
	Thursday, May 26	In-Class Writing on Fiction		
5	Tuesday, May 31	Reading poetry Sonnets	William Shakespeare, Sonnets 18, 130 (D2L/handout) "Ozymandias," Percy Bysshe Shelley (CP)	
	Thursday, June 2	Writing (about) poetry Sonnets	The Jackpine Sonnet – "Love in the 1950s," Milton Acorn (CP) Laynie Browne, Daily Sonnets 60, 123, and 128 (CP)	
6	Tuesday, June 7	The villanelle	"One Art," Elizabeth Bishop (D2L/Handout) "Do Not Go Gentle into that Good Night," Dylan Thomas (D2L/Handout)	
	Thursday, June 9	The golden shovel	Gwendolyn Brooks, "We Real Cool" (D2L/Handout) Terrance Hayes "The Golden Shovel" (D2L/Handout)	
7	Tuesday, June 14	The blackout poem	"Treaty 6" Billy Ray Belcourt (D2L/Handout)	Poetry Infographic (10%)
	Thursday, June 16	Introduction to <i>This is How You Lose the Time War</i>	Title, dedication, and p.1-9 of <i>Time War</i>	
8	Tuesday, June 21	Reading novels Speculative fiction	<i>This is How You Lose the Time War</i> pp.10-73	
	Thursday, June 23	Writing literary essays	<i>This is How You Lose the Time War</i> pp.74-127	
9	Tuesday, June 28		<i>This is How You Lose the Time War</i> pp.128-end	
	Thursday, June 30		<i>This is How You Lose the Time War</i> critical readings (D2L) Video 3 – Games and <i>Time War</i> (D2L)	
10	Tuesday, July 5	Novel assignment work period		Novel Assignment (20%)
	Thursday, July 7	Role-Playing Games (TTRPGs) Games as literature and theatre Literary and formal analysis of games	Game materials (TBD) (D2L / handout)	
11	Tuesday, July 12	Challenging game genre conventions	Game materials (TBD) (D2L / handout)	
	Thursday, July 14	Games as conversations	Avery Alder, <i>The Quiet Year</i> (D2L) CBC interview with Alder (D2L Link)	
12	Tuesday, July 19	In-class playthrough of <i>The Quiet Year</i>		

WK	DAY	ACTIVITY or TOPIC	ADVANCE Reading ETC (CP = Course pack)	MAJOR ASSIGNMENTS (Due Sundays)
	Thursday, July 21	Debrief of <i>The Quiet Year</i> Start on game project assignment		Reflection on <i>The Quiet Year</i> playthrough (5%)
13	Tuesday, July 26	Game project work period		Game Project Showcase (15%)
	Thursday, July 28	Game Project Showcase (15%)		
14	Tuesday, August 2	Course Review		
	Thursday, August 4	Exam Preparation		
Exam Period	Final Exam (25%)			

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Introductory Email	5%
Quizzes and other participation	10%
In-Class Writing on Fiction	10%
Poetry Infographic	10%
Novel Assignment	20%
Gameplay Reflection	5%
Game Project Showcase	15%
Exam	25%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

The central idea of this course is to have fun talking about literature and what literature can do in our lives and in our brains. To participate in that discussion, you need to be present in class and to have done the reading.

I hope you'll do the reading because it's good (that's why I picked it) and it's fun to talk about. There will be occasional quizzes on the reading material as a backup measure.

Attendance is important in this class. It's the best way to keep up with the ideas we're discussing. If you're sick or otherwise unable to attend, that's okay – this is still a pandemic – but you'll need to find ways to keep up.

Extensions and Due Dates

All assignments are due by 11:59 pm on Sundays. You are welcome to submit earlier if you wish to submit on paper.

Look over the schedule now. When will you budget the time to work on each assignment?

If you know you won't have time for a particular assignment, ask for an extension right away.

Any extension requested **by academic-style email at least 48 hours in advance** will be granted. Extensions requested after that point will require the addition of a really good poem and a reason why you like it. (You do not have to have written the poem yourself, but it can't be a poem from the course.)

Late assignments will be penalized at 5% per day unless we've already made other arrangements.

I am serious about the academic style. Casual emails will need to be rewritten.

Submitting Assignments

You may submit assignments through D2L > Assignments or on paper. Let me know if you prefer to get feedback on paper; otherwise, I'll make it available through D2L.

Please do NOT send in assignments by email. The only exception is the Introductory Email.

Plagiarism

Plagiarism means using anyone else's words **or ideas** without giving proper credit through in-text citation and reference pages entries. It also means recycling work you created for other courses.

The idea here is that you create brand new original work for this course in order to learn the skills you will need to succeed academically. Using someone else's work or re-using your own won't improve your skills or build your insights.

Read over Camosun's plagiarism policies here: <https://camosun.ca/default/files/e-1.13.pdf>

If you are every unsure whether something is plagiarism, ask me! I will tell you.

Assignments with minor or accidental plagiarism will lose marks. Assignments with major or repeat plagiarism will receive a 0.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.