

COURSE SYLLABUS



COURSE TITLE: ENGL-161: Literary Genres

CLASS SECTION: 002

TERM: winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): in person MW 4:00-5:20 Fisher 268

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən 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: Dr. Candace Fertile (please call me Candace)

EMAIL: fertile@camosun.ca

OFFICE: Paul 337

HOURS: MW 1:00-2:30

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.

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

The Broadview Introduction to Literature, concise edition, second edition

The Sentence by Louise Erdrich, HarperCollins

(both available in the Camosun Bookstore)

8.5 X 11 inch paper plus pen or pencil

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. All materials with the exception of *The Sentence* are in *The Broadview Introduction to Literature*.

This schedule may change slightly depending on how quickly we proceed. The course includes lectures, small and large group discussions, in-class writing, and other in-class work. Students must read assigned material before the class in which the material is to be considered. Please bring your book to class. I'll remind you at the end of each class what to prepare for the next class.

Topics for essays will be handed out separately well in advance of the due date.

January 9 Introduction to class

January 11 "The Story of an Hour" (25-27)

January 16 "The Yellow Wallpaper" (28-42)

January 18 "Araby" (53-58) and "The Garden Party" (59-71)

January 23 "A Clean Well-Lighted Place" (73-76) and "Dead Man's Path" (98-101) and "Big Water" (210-212)

January 25 "Happy Endings" (127-130) and "A Short History of Indians in Canada" (131-133)

January 30 "Hellgoing" (202-208) and "On Seeing the 100% Perfect Girl . . ." (147-151)

February 1 FIRST ESSAY DUE (on the short story) and *The Sentence* (must have "Earth to Earth" read, pages 3-32)

February 6 *The Sentence* continued—have whole book read

February 8-15 *The Sentence* continued

February 20-24 Family and Reading Break—no classes

February 27 to March 22—Poetry

March 1 ESSAY DUE (on the novel)

Shakespeare Sonnet 73 (473)

Shakespeare Sonnet 130 (477)

Donne Holy Sonnet 10 (479)

Milton "When I Consider How My Light Is Spent" (488)

Marlowe "The Passionate Shepherd to His Love" (473-474)

Raleigh "The Nymph's Reply to the Shepherd" (472)

Herbert "Easter Wings" (486)
 Nichol "Blues" (689)
 Bradstreet "The Author to Her Book" (489-490)
 Marvell "To His Coy Mistress" (491-493)
 Wordsworth "I Wandered Lonely as a Cloud" see
 (<https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud>)
 Keats "When I Have Fears That I May Cease to Be" (516-517)
 Barrett Browning Sonnet 43 (526)
 Browning "My Last Duchess" (543-544)
 Dickinson "Because I Could Not Stop for Death" (554-555)
 Williams "The Red Wheelbarrow" (588)
 Pound "In a Station of the Metro" (592)
 Owen "Dulce et Decorum Est" (605)
 Smith "Not Waving But Drowning" (612)
 Auden "Musée des Beaux Arts" (617-618)
 Bishop "Sestina" (626-627)
 Bidart "Queer" (671-673)

March 27-April 5 Wilde *The Importance of Being Earnest* (309-363)

April 5 ESSAY DUE (on poetry)

April 10 Easter Monday—no class

April 12 Review

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 can 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
Essay on the short story (due February 1)	25%
Essay on the novel (due March 1)	25%
Essay on poetry (due April 5)	25%
Final exam (covers whole course; do not make travel or work plans until the date of the exam is established)	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

Please note that English 161 has a great deal of reading and writing. It's a wonderful course to teach, and I hope you enjoy being a student in English 161. Welcome.

Tips for Success

- Attend class on time
- Be prepared
- Read actively
- Be curious and ask questions
- Make a schedule of all assignments' due dates to see how work is spread over the term
- Do not leave work until the last minute—that's a recipe for disaster
- Write your own essays (don't plagiarize)
- Submit work on time (at the beginning of class on the due date)
- Get any missed material from another student
- Save your work
- If you find yourself overwhelmed and falling behind, please talk to me (or email). I want students to succeed.
- Remember that everyone needs help sometime. It's a sign of strength to know when to ask for help.

Further Information

- Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. Late work gets zero. If deadlines are missed, there is no such thing as a late penalty. I do not accept late work.
- No make-up work exists.
- No extra work for extra credit exists.
- If you miss a class and get notes from another student and don't understand them, please come see me. I cannot repeat a class, but I can try to help you.
- Office hours are for students. Just drop by.
- As a courtesy to everyone else in the class, please turn off all devices (cell phones, laptops etc.) unless you have the assigned reading material on a device. In that case, please let me know in advance. Students using devices in class for anything other than classwork will be asked to stop. Repeat offenders will have to leave. If you are registered with CAL and have an accommodation for using devices in class, I should have that information in a letter from CAL.
- Please do not bring hot, smelly, or noisy food to eat in the class. Coffee, tea, and water are all fine (I will almost always have both coffee and water as I love coffee).
- The best way to contact me apart from talking to me in class is to email me. I check email at least once a day and will reply within 24 hours except on weekends. Please put your course (English 161) in the subject line and include your name (first and last) if it's not clear from your email address. Otherwise, I'm likely to delete it. Also make sure the College has your current email address.
- A basic guideline for college courses is that for every hour of class, students have at least two hours of preparation/work. English courses tend to be labour-intensive because of all the reading and writing.
- I use D2L to post the course outline and assignments. The assignments will also be given to you in hard copy. Occasionally I will post supplementary material, which some of you may find useful (basic grammar information, for example). I don't use PowerPoint as I find it too restrictive, so please don't ask me to post my notes. Most of them are in my head.
- Essays are marked holistically, not by a rubric. Marking an essay for writing skills is complicated.

SCHOOL OR DEPARTMENTAL INFORMATION

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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.