

COURSE SYLLABUS



COURSE TITLE: ENGL-161: Literary Genres

CLASS SECTION: 002

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person | 1:00-2:20pm, W in E348 / F in Y209

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](#).

INSTRUCTOR DETAILS

NAME: Janice Niemann (you can call me Janice, and I use she/her pronouns)

EMAIL: niemannj@camosun.ca

OFFICE: Paul 320 (Lansdowne) and Liz Ashton Campus Centre 118A (Interurban)

HOURS: Wednesdays from 2:30-4pm at Lansdowne, Wednesdays from 4-5:30pm on Zoom (link is on D2L), and Thursdays from 2:30-3:30pm at Interurban, or by appointment (this time is set aside for you to drop in and ask questions; talk about assignments, readings, or course content; or just chat about your thoughts in general)

As your course instructor, I do my best to provide an inclusive learning environment. However, if you experience barriers to learning in this course, I encourage you to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Hello! Welcome to ENGL-161: Literary Genres, which introduces you to four major literary genres—short stories, novels, poetry, and drama. My name is Janice, and I will be your fearless leader throughout our journey together. The goal of ENGL-161 is to support you as you practice the skills that you need to analyze, interpret, and thinking critically about literature, as well as the skills that you need to research and write about literature. Writing, research, and critical-thinking skills like these ones are vital to academic success and to responsible citizenship more broadly. I have always loved literature, and I'm in the final semester of my PhD in English literature, so I am very excited to be here, and I hope that you are too!

Our readings range from fairy tales to sonnets to queer sci-fi time-travel novels to "A Trivial Comedy for Serious People." In order to demonstrate your analytical and interpretive skills, you'll write two short papers—one close reading of a short story and one analysis of an academic article about the novel *This Is How You Lose the Time War* (you get to come up with your own argument for each paper). Then, you'll write a longer final paper about one of the poems on the syllabus (you get to choose which one), and, finally, you'll have an exam at the end of term where you'll write a comparative essay about multiple texts from the course. You'll also have surprise reading quizzes throughout the semester so that I can give you marks for attendance, finishing your readings on time, and taking good notes.

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

You'll need two books for this course, both of which are available at the bookstore:

- **El-Mohtar, Amal and Max Gladstone. *This Is How You Lose the Time War*.** Saga Press, 2019.
- **Wilde, Oscar. *The Importance of Being Earnest*.** 1895. Edited by Samuel Lyndon Gladden, Broadview, 2010. (You are welcome to use other editions of *Earnest*, and there are definitely free ones online, but I recommend the Broadview edition because it's accurate, it has excellent footnotes, and I'll be referencing page numbers from it.)

All of our other readings are available for free online; I've posted links or PDFs on D2L.

Each week, we will meet in class to discuss the assigned readings for the day. **You should be checking our D2L site regularly to make sure that you are caught up and on track, especially because some weeks there will be additional critical readings beyond the primary texts listed on the syllabus.**

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 assignments should be submitted in the dropbox on D2L by 11:59pm on the day that they're due** (due dates listed below and posted on D2L).

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
SHORT STORIES		
1 Jan 10 & 12	Introduction If you get a chance, look over the syllabus and our D2L page before class	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
	Fairy tales Charles Perrault, "Little Red Riding Hood" (3 pages) Jacob & Wilhelm Grimm, "Little Red Cap" (4 pages)	
2 Jan 17 & 19	Fairy tales Angela Carter, "The Company of Wolves" (9 pages) Patricia C. McKissack, "Flossie and the Fox" (4 pages) Sally Miller Gearhart, "Roja and Leopold" (12 pages) Nalo Hopkinson, "Riding the Red" (3 pages)	
	Classic short stories Charlotte Perkins Gilman, "The Yellow Wallpaper" (10 pages) Ursula K. Le Guin, "The Ones Who Walk Away from Omelas" (5 pages)	
3 Jan 24 & 26	Contemporary short stories Ken Liu, "The Paper Menagerie" (13 pages)	
	Contemporary short stories Carmen Maria Machado, "Mothers" (19 pages)	
NOVEL		
4 Jan 31 & Feb 2	Contemporary short stories Ramona Ausubel, "You Can Find Love Now" (8 pages) Alissa Nutting, "Gardener" (8 pages)	Close reading due on Fri, Feb 2
	<i>This Is How You Lose the Time War</i> Amal El-Mohtar & Max Gladstone, <i>This Is How You Lose the Time War</i> , pp. 1-50	
5 Feb 7 & 9	<i>Time War</i> El-Mohtar & Gladstone, <i>Time War</i> , pp. 51-101	
	<i>Time War</i> El-Mohtar & Gladstone, <i>Time War</i> , pp. 102-147	
6 Feb 14 & 16	<i>Time War</i> El-Mohtar & Gladstone, <i>Time War</i> , pp. 148-198	
	<i>Time War</i> John Rieder, "From Cultural Warfare to the Politics of Love: 'The Virtue of Unfaithful Translations' and <i>This is How You Lose the Time War</i> " (14 dense pages)	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
7 Feb 19-23	Reading break – no classes this week	Article analysis due Fri, Feb 23
POETRY		
8 Feb 28 & Mar 1	Monsters, monstrosity, and otherness Kai Cheng Thom, “The Witch’s Manifesto” (4 pages) Margaret Atwood, “Siren Song” (27 lines)	
	Monsters, monstrosity, and otherness Robert Browning, “My Last Duchess” (56 lines) Thom, “between friends” (37 lines)	
9 Mar 6 & 8	Monsters, monstrosity, and otherness Adrienne Rich, “Diving into the Wreck” (94 lines) Audre Lorde, “A Litany for Survival” (44 lines)	
	Love poems Gregory Scofield, “He Is” (34 lines) Columpa Bobb, “When the Sun Refuses to Give the Sky to Rain” (25 lines)	
10 Mar 13 & 15	Love poems William Shakespeare, sonnet 130 (14 lines) Elizabeth Barrett Browning, “Say over again, and yet once over again” (14 lines) Toru Dutt, “Sonnet.—The Lotus” (14 lines) Jay Hulme, “Jesus at the Gay Bar” (14 lines + short blog post)	
	Love poems T. S. Eliot, “The Love Song of J. Alfred Prufrock” (140 lines)	
11 Mar 20 & 22	Love poems Christina Rossetti, “Goblin Market” (567 lines)	
	Thesis statement & research workshop No readings – if you haven’t already, think about what you want to argue in your final paper before class	
DRAMA		
12 Mar 27 & 29	<i>The Importance of Being Earnest</i> Oscar Wilde, <i>The Importance of Being Earnest</i> , first act	Final paper due Fri, Mar 29
	Good Friday – no classes on Fri, Mar 29	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
13 Apr 3 & 5	<i>Earnest</i> Wilde, <i>Earnest</i> , second act	
	<i>Earnest</i> Wilde, <i>Earnest</i> , third act	
14 Apr 10 & 12	<i>Earnest</i> Oliver Parker (director), <i>The Importance of Being Earnest</i> (1h 35min)	
	Wrap up & exam review No readings – we'll be reviewing for your final exam and going over the exam format	
Exam period Apr 15-23	Final exam date TBA	

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 notice 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
Close reading	15%
Article analysis	20%
Final paper	30%
Reading quizzes (5 x 2% each)	10%
Final 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

In order to help you get the most out of this course, I will begin each class with the assumption that you have completed any assigned readings for the day. Doing all of your readings before class is one of the best ways to set yourself up for success in an English course.

Late assignments

I will take 2% off of your assignment grade for every day that it's late past the original due date. Please know, though, that **I will always grant you an extension if you ask for one by 4:30pm on the original due date**, and I have a 48-hour grace period for each assignment in case something unexpected comes up in your life. Unless there are extenuating circumstances, I will not grant extensions after 4:30pm on an assignment's due date—if you need more time and forget to ask, you have the 48-hour grace period to submit. To ask for an extension, you should email me before 4:30pm on the original due date, and let me know 1) your name, 2) that you'd like an extension, and 3) when you're planning to submit your assignment. You do not need to send me documentation or details, but you do need to send me those three pieces of information in order to receive an extension. I understand that sometimes life gets in the way of school, and I trust you to manage your time in the way that works best for you. You should understand, though, that the assignment schedule is set up to build the skills you will need to do well on your final paper and final exam, which, together, make up more than half of your grade for the course. If you hand in your assignments on time, I will give you detailed comments and your grade before your next assignment is due; if you hand in assignments after the original due date, even with an extension, I will not give you detailed written comments, and it may not be promptly returned to you.

Distraction policy

This policy is simple: do not distract other learners in the room. There are many reasons that you might want or need to have technology (laptop, phone, tablet) out in class, which is why my policy on technology use in the classroom is relaxed. All I ask is that you do not disrupt other students with your devices, which means that I expect you to keep the volume off on all of your devices and to use your devices for only course-related activities. Please be considerate of your peers—your screens can distract others. I will not tolerate behaviour that negatively impacts other students' learning.

Attendance and participation

Although I do not give a mark for attendance, you won't know ahead of time when your quizzes will be (they make up 10% of your final grade), so you'll need to be in class to write them. I expect you to attend and participate in class because class discussion prompts a level of engagement with course material that you will not get anywhere else. It also allows me to assess which aspects of the course you understand well, and which topics I need to review further.

Children and babies

It is absolutely okay to bring your child to class occasionally, in order to cover gaps in childcare. If you do bring your child to class, please step outside if your child is feeling chatty. Babies who are nursing are always welcome—you should never have to choose between feeding your child and coming to class.

Academic integrity

The work you submit for ENGL-161 must be your own, and should follow proper MLA formatting and citational guidelines. Presenting the work of others, whether it is used without attribution (not properly citing your sources), submitted by you but written by someone else (including work written by artificial intelligence), or produced with inappropriate help (unauthorized editing, including editing by artificial intelligence), violates the college's policy on academic integrity. It is important to acknowledge your sources for a number of reasons: you are giving credit to the person who came up with the idea, you are demonstrating that you are participating in a broad scholarly conversation about your topic, and you are helping me find the really cool and interesting sources that you use in your research in case I want to learn more about your topic. If an academic misconduct case does arise, I will deal with it on an individual basis, but it could result in a mark of 0% on the

assignment or a failing grade in the course. Please also see the college's full statement on academic integrity (see link later in syllabus), which both you and I are obliged to follow.

Grading

I will grade your assignments based on how successfully they demonstrate the learning goals for each assignment, using the specific marking rubric attached to each assignment and Camosun's guidelines for undergraduate grading (see link later in syllabus). If your assignments are submitted by the original due date, I will return them to you before your next assignments are due. Please know that your grades are never a reflection of you as a person, but merely indicate how well one particular assignment meets the assignment criteria. **You will receive an I grade (incomplete) or an F grade (fail) in the course if you do not submit the following: close reading, article analysis, research paper, and final exam.** If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with me. Be prepared to show me a one-page written statement explaining how your work matches the standards for the letter grade you think you should have received with reference to the assignment guidelines and marking rubric. If you are not satisfied with your discussion with me, you may apply for a formal grade review, and I can help you navigate how to do that (see link later in syllabus).

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.