

COURSE SYLLABUS



COURSE TITLE: ENGL-161: Literary Genres

CLASS SECTION: 006

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

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: Dr. Maureen Niwa

EMAIL: niwa@camosun.ca

OFFICE: Paul 332

HOURS: In person, Tuesday 3:30-4:30pm; Virtual/In-person, Thursday 3:30-4:30; By appt. (please email)

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

COURSE READINGS: *English 161 Literary Genres Course pack*, Instructor: Maureen Niwa, provided on D2L and available in print at the Lansdowne College bookstore.

TICKET TO PLAY; CHOOSE ONE:

As Above by Christine Quintana, performance will be at the Belfry Theatre, Victoria, 1291 Gladstone Ave., Feb. 6-March 3 (tickets available for purchase now; [details here](#)),

OR,

The Hot L Baltimore by Lanford Wilson, script available on reserve at the Camosun College library; limited copies for sale at the Lansdowne bookstore. Performance will be at The Phoenix Theatre, University of Victoria, March 16-25 (tickets available for purchase starting March 4; [details here](#)).

BOOK CLUB: CHOOSE ONE:

The following novels are available at the Lansdowne College bookstore, any second-hand bookstore, or as an e-book through various apps and sites. Choose one novel only:

- F. Scott Fitzgerald, *The Great Gatsby* - available online at: <https://www.gutenberg.org/ebooks/64317>
- Margaret Atwood, *Alias Grace*
- Omar El Akkad, *What Strange Paradise*
- Markus Zusak, *The Book Thief*
- Kazuo Ishiguro, *Never Let Me Go*
- Anosh Irani, *The Parcel*.

CHOOSE THE COURSE THAT SUITS YOUR LIFE-STYLE & LEARNING STYLE: This course is completely in-person delivery; it is only supplemented with the D2L course site. It is not hyflex or hybrid/blended.

This means that **you need to attend class in person** to learn through lectures, discussions, activities, personal reflections and group work. In this course, D2L material does not duplicate class instruction. Core class content and several graded assignments will be delivered and completed **in class**.

If you cannot attend in class in-person or have scheduled an extended absence (e.g., a two-week vacation during the term), consider enrolling in a hybrid/blended or online-section. If you must miss a limited number of classes (e.g., 1-3) during the term, I am available for consultation, and to support your learning, as long as you request a meeting with me. If you miss more than that, it is very possible that you will jeopardize your chances of doing well in this class. Questions? Please ask.

Here is the rhythm of our week:

1. Attend class; fully participate in all learning activities, and submit in-class work. In-class activities & discussions will provide more context and insight into essay structure, terminology, readings and interpretations.
2. After each class, check D2L for selected materials that we have covered in class; use links to access readings and exercises needed for assignments. Complete any assigned readings or exercises **before** the next class.

3. Occasionally, we will all share materials on D2L that follow-up points from class and/or delve into writing practice that you request. *You are also welcome to use D2L for general or specific questions!*
4. Doing the readings, studying materials, setting up individual meetings with me, and applying feedback on your written assignments will deeply enrich your learning and increase your grade.

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.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1: WELCOME! LITERARY CHARACTERISTICS	-Course outline, schedule & themes. Introductions & group norms. Proust Questionnaire & sample writing. -Introduction to literary genres & characteristics of literary language.	Sample writing due at the end of the week.
Week 2: BODYWORKS ELEMENTS OF POETRY LITERARY ANALYSIS	-Elements of poetry. Literal vs figurative imagery. Closed vs open form poems. Read of BODY poems. -Literary analysis – intro and body paragraph structure; forming a 3-part thesis.	Body Poem Analysis – Guidelines.
Week 3: NARRATIVE ELEMENTS BODY SHORT STORIES	-Narrative techniques: irony, narrator, character, plot types. -BODY short stories <i>*Grammar focus: sentence structure, fragments & splices.</i>	Body Poem Analysis due.
Week 4: COMEDY & TRAGEDY	Elements of Drama. Genres of drama. Comedy vs Tragedy. -Introduction to plays: <i>As Above & The Hot L Baltimore</i> . -Explanation of Drama Review assignment.	Drama Review due before or on March 28.
Feb. 6.- March 3	<ul style="list-style-type: none"> • See Belfry's <i>As Above</i> play, if this is your choice. 	
Week 5: LOVE POEMS & SHORT STORIES SYMBOLISM	-Love poems: verse vs continuous poems. -Different types of symbolism. -Narrative techniques, continued: voice, tone, perspective, focalisation. <i>*Punctuation focus: semicolons, commas, colons, dashes.</i>	Punctuation exercises.
Week 6: NATURE POEMS	-Nature poems: allegory, allusion, intertextuality. -Nature poem presentations. -Introduction to Novel Project.	Team work on nature poems; Engagement Activity #1 - Nature Poem Presentation
Week 7: READING BREAK	<i>Study for Midterm.</i> <i>Start reading your novel!!</i>	
Week 8: INDIGENOUS VOICES DECOLONIZATION	-Values & models for working with Indigenous literatures. -Indigenous authors speaking on their own works. -Poems and stories by Indigenous authors. -MIDTERM	Midterm, Tuesday Feb. 27

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 9: ANIMAL SHORT STORIES SUMMARY LITERARY CONCLUSION	-Framed narratives, narrative time in Animal stories. -Writing summaries and conclusions for literary analyses. -Novel project proposals.	Novel Project proposal due (written in class).
Week 10: WALLS, CAGES & BORDERS POEMS AND SHORT STORIES.	-Building up and taking down of walls. -Social construction of literal and figurative cages. -Navigating borders of all kinds.	Debate.
Week 11: HUMAN SPIRIT SHORT STORIES	-What it means to be human. -Katabasis story structure. -Explanation of novel essay for final exam.	Engagement Activity #2: due.
March 16 - March 25	<ul style="list-style-type: none"> See UVic Phoenix Theatre's <i>The Hot L Baltimore</i> play, if this is your choice. 	
Week 12: FANTASY LITERATURE INTRO TO NOVEL GENRE	Fantasy genres, types & characteristics. Early examples. Elements of the novel and novel genre.	Engagement Activity #3: due (written in class). Drama Review, due.
Week 13: DOCUMENTATION FOR LITERARY ANALYSIS	Novel projects – share/present.	Share/present Novel Project in-class.
Week 14: PREP FOR NOVEL RESPONSE IN- CLASS WRITING.	Preparation for final in-class writing. How to provide documentation for a literary analysis; integrating direct quotations.	Have novel read and passages selected.
Week 15: IN-CLASS WRITING: NOVEL RESPONSE	Novel essay written in class.	LAST CLASS!

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>

ASSIGNMENT DUE DATES: Subject to change.

ASSIGNMENT	DUE DATE
Body Poem Analysis	Friday, January 26, D2L - 11:59 pm
Midterm	Tuesday, Feb. 27, D2L – 3:00 pm
Drama Performance Review	On or before Thursday, March 28, D2L – 11:59 pm
Novel Project	Tues & Thurs, April 2 & 4– 11:59 pm
Engagement Activities (3)	Feb. 15, March 21, March 26 – in class or 11:59 pm
In-class Writing: Novel Response	Thursday, April 18 – D2L, 3:00 pm

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Assignment #1: Body Poem Analysis Short critical analysis examining the use of poetic terms; interpretation of figurative imagery; correct use of literary terminology; demonstrating support for thesis.	15%
Midterm Short in-class essay interpreting a short story (from specific list) using correct narrative terminology and statement of theme; effective integration and interpretation of direct quotations from the text.	20%
Drama Performance Review Analysis of two performance elements from the live productions of Belfry Theatre production of Christine Quintana's <i>As Above</i> or UVic Phoenix Theatre's Lanford Wilson's <i>The Hot L Baltimore</i> ; use of summary, correct use of dramatic literary terms, and critical evaluation.	15%
Novel Project Presentation of your interpretation of your novel through an alternate medium or an original artwork (many options are available); exploration of ideas for novel essay; paraphrase vs. analysis; mixed mode creation/presentation skills. Pair or group work.	10%
Engagement Activities -3 different engagement activities (including discussion post, quiz, etc. requiring short answers & self-reflections – each worth 5% of final grade)	15%
In-class Writing: Novel Response Argumentative, critical essay on novel written in class (three to five-paragraph, minimum), using all of correct documentation, writing principles, grammar, stylistic, and punctuation rules as instructed in class.	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

This course is a safe, inclusive, non-judgmental and respectful space. Through readings, videos and discussions, we will be exposed to and share a wide variety of perspectives and experiences. Be sensitive to others and their responses. If you find that any works or discussion comments trigger you, please let me know so that you can feel safer and be well supported.

This course involves close reading, deep thinking, and self-reflection. This course develops your skill in a particular style of reading called the *close reading*. This style calls for attention to a work's structure, figurative imagery and development of theme. Close reading offers possibilities for divergent interpretations. Crafting your interpretation with evidence from the text is strongly encouraged.

Use of AI (artificial intelligence) is prohibited; any in-class, sanctioned use will be guided and limited. As we come to learn the benefits and limitations to the use of AI in writing and interpretation, we will use an exploratory approach, with the full awareness and agreement that Generative AI tools, such as ChatGPT and specific uses of translation tools, will **not** author assignments for this course, and with the understanding that we must submit our own work, generated from our **own human intelligence** and our own words. While you may use AI-based writing tools for practice and learning outside of class, *any work you generate with these tools must **not** be submitted for grading*. Work that contains hallmarks of AI-generated text will be closely scrutinized and investigated. Since submitting work that is all or partially composed by generative AI is a form of academic misconduct, the related assignment will receive a grade of zero and may elicit further consequences.

In-class writings: Under normal circumstances, students who cannot pass the cumulative in-class assignments (midterm, novel response, quiz) will not pass the course. "Cumulative" here means multiple in-class assignments throughout the semester. Students who are concerned about this course requirement are encouraged to seek guidance and clarification from the instructor as early as possible.

Participation allows us to consider different views that enrich our own understanding. Speak up! Learning how to share your own views and to experience learning through others benefits your communication and interpretive skills. Become curious and always ask questions to develop your critical thinking skills. No judgments!

Complete all assignments by the deadlines. Deadlines are put in place to help you move through the class smoothly and at a regular pace. However, it is true that "life happens." Therefore, one late assignment will be accepted, but you seek permission for it to be submitted late. Plus, it must be submitted **before** the last class. Note that late assignments will receive a grade, but no commentary. If you have trouble submitting *any* assignments on time, please contact me.

Assignments follow the proper documentation style and formatting; no rewrites! All assignments must be typed, paginated, and double-spaced. *There are no re-writes.*

Make ups: There are no make-ups for the midterm or in-class writings, unless you submit documentation verifying an emergency, and the fact that you could not attend class that day/evening.

Emergency situations, or if you are thinking of dropping the course. When you are able, please contact me if you are experiencing illness or strife; options can be found to support you. Please do the same if you are thinking of dropping the course – *contact me first!*

If you are registered with the Center for Accessible Learning (CAL), you must book your midterm and in-class writings two weeks in advance (see due dates above and [book now](#)).

Check our D2L course site and your email regularly. All course materials, news announcements, and reminders will be uploaded onto D2L. If you cannot access the D2L course site during the first week, please let me know. **VERY IMPORTANT:** *Redirect your D2L email* if you would prefer to receive your email through a different email address (such as "gmail" or "outlook").

SCHOOL OR DEPARTMENTAL INFORMATION

Plagiarism is the submission of work that is not your own, and/or that does not appropriately document original sources. Having someone else write all, or part, of your assignment is also plagiarism. Tools and tutors should only offer advice or suggestions on how to improve your writing; they should not write, rewrite, edit, or correct your work. The Camosun College Writing Center, English Help Center, WriteAway service, and English instructor can assist you with your writing. Be aware that the College considers plagiarism a serious offense. Any attempt to plagiarize will be met with serious consequences, including a zero on the assignment, and possibly a failing grade in the course. If you are feeling desperate or anxious, and are tempted to plagiarize, please contact me for help. Also, before beginning this course, read the **Camosun Academic Integrity** policy below.

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.

IMPORTANT DUE DATES FOR WINTER 2024:

Winter 2024 term starts	Jan. 8
Course add/drop deadline	Jan. 14
Winter Bursary deadline	Jan. 23
Stat Holidays	Feb. 19, March 29, April 1 (College closed)
Reading Break	Feb. 20-23
Last day to withdraw	April 13 / Last day of classes
Final Exam period	April 15-23