

# COURSE SYLLABUS



COURSE TITLE: ENGL-161-Literary Genres

CLASS SECTION: B01

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): blended (lecture and online)

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

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## INSTRUCTOR DETAILS

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NAME: Kelly Pitman

EMAIL: [pitman@camosun.ca](mailto:pitman@camosun.ca)

OFFICE: P218

HOURS: Thursdays from 2:30-4 PM; Fridays from 1:30-3 PM.

*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

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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):

EQUIVALENCIES:

ENGL 160

#### COURSE LEARNING OUTCOMES / OBJECTIVES

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

##### 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.

#### 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.

#### 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

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- Students must purchase a novel: *Brother* by David Chariandy.
- Students must also budget to print copies of two short stories for use during in-class writing.

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

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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
Sept 3-9	<ul style="list-style-type: none"><li>• introduction/orientation</li></ul>	
Sept 10-16	<ul style="list-style-type: none"><li>• short story analysis (“Bebo”)</li><li>• quiz on “Bebo”</li><li>• week 2 online discussion</li></ul>	
Sept 17-23	<ul style="list-style-type: none"><li>• short story analysis (“Miss A and Miss M”)</li><li>• quiz on “Miss A and Miss M”</li><li>• week 3 online discussion</li></ul>	
Sept 24-30	<ul style="list-style-type: none"><li>• short story analysis (“Joe the Painter”)</li><li>• quiz on “Joe the Painter”</li></ul>	
Oct 1-7	<ul style="list-style-type: none"><li>• short story analysis (“Two Men Arrive in a Village”)</li><li>• quiz on “Two Men Arrive in a Village”</li></ul>	
Oct 8-14	<ul style="list-style-type: none"><li>• in-class assignment on short stories</li></ul>	
Oct 15-21	<ul style="list-style-type: none"><li>• novel analysis (<i>Brother</i>)</li></ul>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<ul style="list-style-type: none"> <li>quiz on <i>Brother</i></li> </ul>	
Oct 22-28	<ul style="list-style-type: none"> <li>novel analysis (<i>Brother</i>)</li> <li>week 8 discussion</li> </ul>	
Oct 29- Nov 4	<ul style="list-style-type: none"> <li>article analysis (TBA)</li> <li>week 9 discussion</li> </ul>	
Nov 5-11	<ul style="list-style-type: none"> <li>poetry analysis (poems by Millay, Scofield, Boland)</li> </ul>	
Nov 12-18	<ul style="list-style-type: none"> <li>poetry analysis (poems by Nourbese Philip, Shire)</li> </ul>	
Nov 19-25	<ul style="list-style-type: none"> <li>film analysis (<i>Some Like It Hot</i>)</li> <li>quiz on <i>Some Like it Hot</i></li> <li>research essay due</li> </ul>	
Nov 26-Dec 2	<ul style="list-style-type: none"> <li>film analysis (<i>Some Like It Hot</i>)</li> <li>week 13 online discussion</li> </ul>	
Dec 3-6	<ul style="list-style-type: none"> <li>preparation for final exam</li> </ul>	

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](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams).

<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
in-class paragraph assignment	20%
research essay	25%
online discussions	15%
reading quizzes	10%
academic integrity course completion	2.5%
information literacy course completion	2.5%
final exam	25%

DESCRIPTION	WEIGHTING
<p>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 <a href="#">Grade Review and Appeals</a> policy for more information.</p>	TOTAL 100%

<https://cam.ac.uk/sites/default/files/2021-05/e-1-14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### Get Organized

College requires students to be self-motivated and to organize their time well. I've been teaching for three decades, and I believe organization to be *the single greatest contributor to student success*. Many smart, capable, interesting people fail courses simply because they did not commit early enough to working hard and staying on task.

Any credit course will require 5 to 8 hours a week of concentrated effort, and since life is busy and no one is prodding you, it's easy to put these off. If you're a procrastinator, get over it. Start every assignment at least two weeks before it is due. Ask yourself each week if you have put in the required hours. When you're in between assignments or in a slower period, ask yourself how you can get ahead. This will make your life easier when you have assignments due in the same week in different courses. It will also usually result in higher grades because writing gets better when you can leave it and return to it.

Let me put it this way. If you don't do any work in one week, you will need to add that work to another week or risk getting a lower grade than you might have. Those are the choices. I recommend staying **at least one week ahead of schedule**. Then if something happens to get in your way in any given week, you'll be alright.

### Blended Means *Both*

This is a blended class, not an on-line class. That means that **the in-person meetings and the on-line discussions are equally important**. Our approach will be layered. In class, we'll begin forming interpretations. In online discussions, you will build on those interpretations. In assignments, you will continue to build on those interpretations. If you miss classes or miss online discussions, your larger assignments will suffer. To ensure everyone is prepared for productive discussion, you will have in-class quizzes on assigned readings.

### Figure Out D2L

Your first task is to familiarize yourself with the information on the course D2L site. Most of what you need for succeeding in the course is here, and reading the information on the site is your responsibility. For help with D2L, check out the guides and tutorials here: [Online Learning](#) and [D2L Tutorials](#).

It is crucial that you **check D2L daily** for updates and announcements, which I will publish on the front page, in the "News" section. Staying up to date is your responsibility. I also recommend **checking**

the [The Question Hub](#) discussion frequently for helpful tidbits and to ask questions. I will check it every day.

If I have important information for individuals or the whole class, I may communicate it via D2L email. You should check every day, just in case. If you prefer to use another email address, you can link it to your D2L email so that D2L messages are automatically forwarded to another email address. Here's a guide to doing that: [Setting Email Forwarding](#).

### [Know the Standards](#)

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You will find expectations for discussion assignments here: [Expectations: Discussions](#). **Please read these before week 2 of the course.** You will find expectations for written assignments here: [Expectations: Written Assignments](#). Please read these long before you start your assignments. Each assignment also has a grading rubric attached, giving you more detailed information about requirements.

One of your important responsibilities as a student is to be aware of the ethical standards for academic endeavour and to avoid any unethical behaviour. Many instances of academic dishonesty are the result of ignorance rather than deviousness, but because you are supposed to know the rules, not knowing what constitutes plagiarism is no excuse. Read the [Academic Honesty Guidelines](#) and please let me know if you have any questions. In particular, you should be aware that **using generative artificial intelligence software like Chat GPT or Translation programs to complete or revise your work violates the academic integrity policy** and will have consequences as outlined in college policy.

In English, we use MLA (Modern Language Association) format, which dictates not just how you cite sources but also how all assignments are formatted. Use this [Sample MLA paper](#) as a guide, paying particular attention to rules about spacing, margins, page numbers/headers, and how to set up a first page.

Note that the course is set up in weekly models. In each module, you will find that week's materials, including an **introduction page** that outlines the week's work and what's coming up. Use these pages to keep on track.

### [Come to Class](#)

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We meet Tuesdays from 2:30-3:30 PM in Fisher 302. We aim to start and finish on time.

In our weekly face-to-face sessions, I will provide information and answer questions, but mostly we will work collaboratively to analyze writers' techniques and to prepare you to do your assignments. In particular, you will find the discussion assignments easier if you attend class, since the classroom work will lay the foundations for those. Also, note that any class in which we start discussing a new work will begin with a 5-minute quiz on the assigned reading--please be on time. We only meet once a week. *Missing class is a bad idea.*

### [Participate in On-Line Discussions](#)

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You can tell that the discussions are important because they are worth 15% of your final grade in the course. In the discussions, we practice communicating and responding to ideas in writing. Writing and critical thinking are virtually synonymous, and neither can be learned just by hearing someone talk

about it. It's more like learning to play the piano--you must listen, and you must practice. That's what the discussion groups are for. In addition, however many great ideas we might have on our own, we all benefit from hearing what other people think. That is one of the reasons that universities exist: to create the possibility of collaboration and exchange and therefore to increase the sum total of the knowledge in the world.

Therefore, stay on top of discussions. On a week when we have a graded discussion, check in **every day** to see what's new. Comment as frequently as you can (see rubric for guidelines), but don't overwhelm people with whole essays to read. And remember that these are discussions, so you should attend carefully to what others are saying.

### [Do the Readings](#)

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First, learning to read with attention is key to succeeding in post-secondary education and in many other environments. Second, we cannot have productive discussions if you don't do your readings **before class**. Both in-class and online discussions will be based on assigned readings, and if you haven't done them, you won't benefit much from the discussions and you'll be letting down your colleagues. I try not to overwhelm you with written material because I know how much time you need to spend on your writing assignments, but after all, it's a literature class. Doing the reading is fundamental. Plus, reading quizzes!

### [Get Supplies](#)

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For our in-class writing assignment in Week 6, you will be expected to print a copies of both [Joe the Painter and the Deer Island Massacre \(King\)](#) and [Two Men Arrive in a Village \(Zadie Smith\)](#) to refer to while writing, since you cannot use electronic texts during in-class writing.

You are also expected to buy the novel, *Brother* by David Chariandy, to refer to during class discussions.

Get your Office 365 account set up. This one is free to all Camosun students, and yes, you have to use it to prepare your assignments because that's what harmonizes with D2L. Go to [Software and Other Services](#) to get access to Office 365.

### [Respect Deadlines](#)

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Written assignments are scheduled so that you can respond to feedback and improve your work before handing in the next assignment. Therefore, due dates matter to you. In addition, marking is a significant part of my workload, and I must organize my time around it. Therefore, due dates matter to me. However, instead of setting out penalties for lateness, I prefer that we work together on the basis of mutual respect. I respect your desire to do well, which sometimes means giving you an extra day or two to finish an assignment. I ask that you respect that I am a person, not a machine, and receiving twenty late essays is going to burden me with a heavy workload. **If you cannot hand in an assignment on time, please talk to me about it so that we can set up an appropriate deadline.** Treat it like work--you wouldn't just not show up to a shift without telling anyone, would you? I will grade late papers but I may not get to them quickly, and I may not make comments on them, depending upon the situation.

That said, on-line discussions, in-class assignments, quizzes, and the final exam must be done on the dates on which they are scheduled unless students have evidence of a legitimate reason that they cannot write on that day. Quizzes happen at the very beginning of class (see calendar). Discussion topics will be open for one week. As for the final exam, I don't schedule it--the college does. The final



exam schedule normally comes out in October. **Don't make travel plans until you know when your exams are because a trip is not a legitimate reason for me to write a different exam just for you.**

### Talk to Me

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Feel free to contact me about any aspect of the course. So often, problems can be avoided or solved through a chat, and I will always make time to talk to you. For quick questions, email is best. I will also have drop-in office hours (see the course calendar for days and times) for questions about assignments, readings, grammar, research, and hey, even the meaning of life. If you can't come during that time, send me an email, and we'll set something up. If you email me on a weekday and I don't get back to you in 24 hours, it may be that I didn't get the message, so try again. I don't get paid to work on weekends, so if you email me then, I cannot guarantee a response before Monday.

### Get Some Help

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Besides me, the college provides many services to support your learning, and you have helped pay for these, so you might as well use them. You will find links to those services here: [Services for Students](#). I recommend checking out both the [Camosun Library](#) website and [The Writing Centre](#) website. You may also need some resources for things a college course doesn't cover, like basic grammar instruction. I recommend the [Purdue Online Writing Lab \(OWL\)](#) website and the [English Grammar](#) website. The library also has many resources on writing and grammar, including electronic textbooks. Note that you will need to log on to the library website to get access to its treasures. Use your regular Camosun log-on information (C# and password).

### Remember that We Are a Community

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When you're studying alone, it's easy to feel you're on your own. You're not. All courses should offer the opportunity for people to work together to expand their knowledge, and English courses depend on this more than most. Learning to think and to write requires interaction with other people. You will do better in the course if you engage with others.

But it's not all about you. Your ideas, your perspective, your questions--these all contribute to *other* people's learning. And this is important, for if learning to reason better and to work together better isn't going to change the world, what is? That is why I've emphasized attending class and participating in discussions. I hope you will find this interaction interesting and motivating.

### SCHOOL OR DEPARTMENTAL INFORMATION

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[INSERT TEXT HERE]

### STUDENT RESPONSIBILITY

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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

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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 [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

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

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### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>  
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### 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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education).

To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### 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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**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.