

# COURSE SYLLABUS



**COURSE TITLE:** ENGL-161: Literary Genres

**CLASS SECTION:** 003

**TERM:** Winter 2023

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** in-person | T 6:00-8:50pm in Y220

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](#).

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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

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

**EMAIL:** niemannj@camosun.ca

**OFFICE:** Paul 320

**HOURS:** 4:30-5:30pm on Tuesdays, 2:30-3:30pm and 4:30-5:30pm on Wednesdays, and 10-11am on Fridays, or by appointment (this time is specifically 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, poetry, novels, and drama. My name is Janice, and I will be your fearless leader throughout our journey together. The goal of ENGL 161 is to give you the skills 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 are vital to academic success, and to responsible citizenship more broadly. I have always loved literature, and I'm in the final year 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 called close readings on a short story and on a section of the novel *This Is How You Lose the Time War* (you get to pick which story and which section). Then, you'll write a longer research paper about one of the poems on the syllabus (again, 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 the chance to engage online each week in different ways to help enhance your learning and practice your literary analysis skills.

## 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):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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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

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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 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 week. I will also post optional online activities each week, which are designed to help you engage with course content and build the skills that you need to be successful in this course. **You should be checking our D2L site every week to make sure that you are caught up and on track.**

## 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. **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
1   Jan 10	<b>Introduction</b> If you get a chance, take a look at our syllabus and D2L page before class	
<b>SHORT STORIES</b>		

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
2   Jan 17	<b>Fairy Tales &amp; Adaptation</b> Charles Perrault, "Little Red Riding Hood" (3 pages) Jacob & Wilhelm Grimm, "Little Red Cap" (4 pages) 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)	
3   Jan 24	<b>The Classics</b> Charlotte Perkins Gilman, "The Yellow Wallpaper" James Joyce, "The Dead" Ursula K. Le Guin, "The Ones Who Walk Away from Omelas" Susan Sontag, "The Way We Live Now"	
4   Jan 31	<b>Parents &amp; Partners</b> Ken Liu, "The Paper Menagerie" (13 pages) Carmen Maria Machado, "Mothers" (19 pages) Ramona Ausubel, "You Can Find Love Now" (8 pages) Alissa Nutting, "Gardener" (8 pages)	<b>Close Reading 1            due Fri, Feb 3</b>
<b>NOVEL</b>		
5   Feb 7	<b><i>This Is How You Lose the Time War</i></b> Amal El-Mohtar & Max Gladstone, <i>This Is How You Lose the Time War</i> , pp. 1-101 (try to get through as much of the novel as you can, but we'll talk about only the first half in class)	
6   Feb 14	<b><i>Time War &amp; Theoretical Frameworks</i></b> El-Mohtar & Gladstone, <i>Time War</i> , pp. 102-198	<b>Engagement Self-Assessment 1 due            Fri, Feb 17</b>
7   Feb 20-24	<b>Reading Break</b> This is an excellent opportunity to get a head start on reading some poetry or your second Close Reading, or to do no work at all for 161 because rest is important	
<b>POETRY</b>		
8   Feb 28	<b>Monsters, Monstrosity, &amp; Otherness</b> Kai Cheng Thom, "The Witch's Manifesto" (4 pages) Margaret Atwood, "Siren Song" (27 lines) Robert Browning, "My Last Duchess" (56 lines) Adrienne Rich, "Diving into the Wreck" (94 lines) Audre Lorde, "A Litany for Survival" (44 lines) Thom, "between friends" (37 lines)	<b>Close Reading 2            due Fri, Mar 3</b>

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
9   Mar 7	<b>Love Poems</b> Gregory Scofield, "He Is" (34 lines) Columpa Bobb, "When the Sun Refuses to Give the Sky to Rain" (25 lines) 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 + blog post) T. S. Eliot, "The Love Song of J. Alfred Prufrock" (140 lines)	
10   Mar 14	<b>"Goblin Market" &amp; Illustration</b> Christina Rossetti, "Goblin Market" (567 lines – give yourself some extra time to read this one)	
11   Mar 21	<b>Research Paper Workshop</b> No new readings, but you should be thinking about and working on your research papers	
<b>DRAMA</b>		
12   Mar 28	<b><i>The Importance of Being Earnest</i></b> Oscar Wilde, <i>The Importance of Being Earnest</i> , first act, pp. 65-96	<b>Research Paper due Fri, Mar 31</b>
13   Apr 4	<b><i>Earnest, Queerness, &amp; Humour</i></b> Wilde, <i>Earnest</i> , second & third acts, pp. 97-144	
14   Apr 11	<b>Adaptation Again &amp; Exam Review</b> [We'll decide as a class which adaptation of <i>Earnest</i> to watch for today, and Janice will arrange a screening for it too]	<b>Engagement Self-Assessment 2 due Fri, Apr 14</b>
<b>Exam Period</b> Apr 17-25	<b>Final exam date TBA</b>	

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
Close Reading 1	15%

DESCRIPTION	WEIGHTING
Engagement Self-Assessment 1	5%
Close Reading 2	20%
Research Paper	30%
Engagement Self-Assessment 2	5%
Final Exam	25%
<b>TOTAL</b>	<b>100%</b>

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

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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 reading/watching 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, and engaging in the Discussion, Response, Interactive Learning, and Levity activities (or, as I have taken to calling them, DRILL bits) each week will help you be successful and learn the most in 161.

### Late assignments

I have a 48-hour grace period for each assignment, and then 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**. To do that, you should email me before the deadline (ideally 24 hours), and let me know a) that you need an extension, and b) how long of an extension you'll need. You do not need to send me documentation or details. 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 research paper and final exam, which, together, make up more than half of your course grade. If you hand in your assignments on time, I will give you detailed comments and feedback before your next assignment is due; if you hand in assignments after the due dates listed, I may not give you written feedback, 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 only for 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

While attendance is not marked, I will take attendance each week, and I expect you to attend and participate in class and in online learning activities, 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 and texts 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 formatting and citational guidelines. Presenting the work of others, whether it is used without attribution (plagiarism), submitted by you but written by someone else (cheating), or produced with inappropriate help (unauthorized editing), 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 on time, 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) in the course if you do not submit the following: one close reading assignment, 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**

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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 <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</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 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](http://camosun.ca/services/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](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.