

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 161 Section 01</b>  <b>Introduction to Literary Genres</b></p> <p><b>Fall 2012</b></p>
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## COURSE OUTLINE

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**1. Calendar Description:** Introduction to the study of literature in English with a focus on literary genres: short fiction, novel, poetry, drama. Reading, writing, oral and interpretive skills necessary for analyzing literature, including close reading, literary criticism, and terminology, are emphasized. Academic reading and essay writing skills, transferable to any discipline, are practised.

### 2. Instructor Information

(a)	Instructor:	Thom Bland	
(b)	Office Hours:	10:00-12:00 Tues and Thurs.	
(c)	Location:	Paul 335 Lansdowne	
(d)	Phone:	Lansdowne 250-370-3359	
(e)	Email:	bland@camosun.bc.ca This is the best way to contact me.	

### 3. Intended Learning Outcomes

#### 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; 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 what information resources are 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:

- Demonstrate an ability to 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.

## 4. Required Materials

*English 161 Course Pack*

*Tape*, Belber....this play is NOT in the course pack. Available at the bookstore

*Such A Long Journey*, Rohinton Mistry....also NOT in the course pack

## 5. Course Content, Submission Details, Teaching Philosophy and Timetable of Readings

### Essay Format:

Submit essays double-spaced, typed, and please do not put them in folders; corner stapling is all that is required. Use the **MLA style** described in style guides or see <http://webster.commnet.edu/mla.htm>

All essays should have a works cited page. **All essays should be in formal, academic tone. If you don't know what this means, see me.**

**Due Dates:** All essays are due on the dates specified. 10% will be deducted for EACH of the first two days a paper is late. After this period, the work will not be accepted.

**Attendance:** It is impossible to pass this course without at least 80% attendance. Your attendance level has a direct influence on your participation grade.

**Plagiarism:** This is putting someone else's writing (or ideas) into your work and not saying where you got these materials. You thereby imply that the other person's work is your own. This is a serious offence and will be dealt with accordingly.

**My Philosophy:** your academic well being is one of my responsibilities. If you have **ANY** academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can.

**Participation:** You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments **OUTSIDE** of class as an indication of your participation. Your **ATTENDANCE** has a **DIRECT** influence on this grade as well.

You will be in charge of **ONE** discussion in this semester. You will find out which discussion in the first class.

**The use of any electronic device during class time will result in a participation grade of 0.**

**Exams:** The course is divided by genre. Your midterm will be based upon poetry and drama. Your final will be weighted toward short stories and the novel. All of the dates for these exams are specified below. Each one may include short essays, recognition and short answer questions.

## 6. Basis of Student Assessment (Weighting)

There will be four to six assignments. (See note \*\*) **ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE.** This is not as horrendous as it may first appear since two of the tasks will be done in class:

Mid-Term Exam (Poetry and Drama)	Oct 23	25
Essay 1	Oct 02	
Essay 2	Oct 25	
Essay 3	Nov 20	
Essay 4	Dec 6	
2 best take-home essays 1000-1500 words (2X25)		50
Participation and facilitation presentations		30
Final Exam (Exam Week)		40
<b>TOTAL</b>		<b>145</b>

### Tentative Reading List

Works will not necessarily be read in the order presented here, but you may assume that the following list **approximates** the order. **Read ahead.** Other works not listed may be brought into class.

### Poetry (Weeks 1 to 5)

Poet	Work	Page
1. William Blake	“The Sick Rose”	3
2. William Blake	“London”	4
3. Randall Jarrell	“Death of the Ball Turret Gunner”	4
4. Wilfred Owen	“Dulce et Decorum Est”	5
5. William Carlos Williams	“The Red Wheelbarrow”	4
6. Various	Haiku poems	5
7. John Keats	“To Autumn”	7
8. Andrew Marvell	“To His Coy Mistress”	8
9. John Donne	“The Flea”	9
10. Robert Herrick	“To Virgins...”	9
11. William Shakespeare	“My Mistress’s Eyes....”	10
12. William Shakespeare	“As the waves....”	11
13. William Shakespeare	“Let me not....”	11
14. Dylan Thomas	“Do Not Go Gentle Into That Good Night”	11
15. Gerard Manley Hopkins	“Spring and Fall to a Young Child”	12
16. Robert Browning	“My Last Duchess”	12
17. Robert Browning	“Porphyria’s Lover”	14
18. Gwendolyn Brooks	“The Mother”	17
19. Marge Piercy	“Barbie Doll”	18
20. W. H. Auden	“Musée des Beaux Arts”	15
21. Stevie Smith	“Not Waving but Drowning”	16
22. Li-Yong Lee	“Persimmons”	18
23. Sharon Olds	“Sex Without Love”	21

## Drama (Weeks 6 to 8)

Sophocles	“Antigone”	22
Belber	<i>Tape</i>	not included

### Drama Questions:

1. Discuss the role of the minor characters and their part in characterization in the Sophocles piece.
2. Discuss the relationship between a traditional drama (“Antigone”) and a modern one (*Tape*). Here you may wish to look at exposition and Freytag’s pyramid.
3. Discuss the evolution and development of the characters in the two plays.
4. Discuss the essential conflicts in the two plays. Is there resolution?
5. What do you think Sophocles would have to say about Belber’s play? Explain your reasoning.
6. What is Belber saying about date rape?

## Short Story (Weeks 8 to 11)

Writer	Work	Page
1. Kate Chopin	“The Story of an Hour”	47
2. Edgar Allen Poe	“A Cask of Amontillado”	49
3. Alice Munro	“Boys and Girls”	53
4. Ha Jin	“Broad Daylight”	66
5. James Joyce	“Araby”	60
6. Katherine Mansfield	“Her First Ball”	63
7. William Faulkner	“A Rose for Emily”	73
8. Joyce Carol Oates	“Where Are You Going, Where Have You Been”	78
9. Flannery O’Connor	“A Good Man is Hard to Find”	87
10. Charlotte Gilman	“Yellow Wallpaper”	96

## Novel (Weeks 12 to 14)

*Such a Long Journey*, by Mistry

## 7. Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4

65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrolment that extends beyond one term. No more than two IP grades will be assigned for the same course.
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

### Further Evaluation Guide

As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

**F** Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

**D** Several errors in spelling, punctuation, or extensive usage issues. Subject not thoroughly discussed and/or thoroughly understood.

**C** Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

**C+** Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

**B** Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Ideas are well supported.

**A** The kind of work that might be expected at the next level. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

## 8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.