

There is an essential experience that you owe yourselves, one which . . . finally depends on you, in all your interactions with yourself and your world. This is the experience of taking responsibility toward yourselves . . . Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you, it means learning to respect and use your own brains and instincts, hence grappling with hard work. Adrienne Rich



**School of Arts & Science
English Department
ENGL 161-16
English Literature
Fall 2012**

1. Instructor Information

- (a) Instructor: Moira Walker
(b) Office hours: Monday & Wednesday, 11:00 to noon, or by appointment
(c) Location: Paul 235
(d) Telephone: 250-370-3330
(e) Email: walkerm@camosun.bc.ca

2. Intended Learning Outcomes

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.

Information Literacy Skills

- Determine the nature and extent of the information needed.
- Know and use 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.
- 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.

3. Required Materials

- (a) Texts: *Readings for English 161, Fall 2012*
King, Thomas. *Medicine River*. Toronto: Penguin Books, 1989.

4. Course Content

During this course, we will read selected pieces of literature by writers of varying nationality, ethnicity, language group, economic class, sexual preference, and religious creed. We will discuss the material in class, and you will write about it formally in two essays and a final test. The purposes of the course are to increase your appreciation of literature as a valuable and crucial form of human expression and to extend your understanding of yourself, others, and our society through the study of a novel, two plays and a collection of short stories and poems.

5. Basis of Student Assessment (Weighting)

(a) Assignments--two essays	20 + 30 = 50
(b) Quiz on <i>Medicine River</i>	5
(c) Other: Free writing	1
In-class exercise	8
Set of fact/inference cards	5
Best free writing plus in-class work	6
Final test	<u>25</u>
	100

6. Grading System. Standard Grading System (GPA)

A+ =	90-100%	B+ =	77-79%	C =	60-64%
A =	85-89%	B =	73-76%	D =	50-59%
A- =	80-84%	B- =	70-72%	F =	0-49%
		C+ =	65-69%		

7. General Information

- Please respect the manners to which we will agree on the first day of class.
- Submit work when due at the beginning of class; do not email assignments. Be sure to retain all of your marked work until you have received your final grade for the course.
- Please make a commitment to yourself not only to prepare for class by reading the assigned works of literature but also to attend all classes and to participate in class discussions.
- Please also make a commitment to do your own work; it is, after all, “an essential experience that you owe yourself,” as Adrienne Rich has said.
- To review the MLA style of documentation, please consult the Camosun College Library home page.

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

LEARNING SUPPORT AND SERVICES FOR STUDENTS

Computer Labs—Ewing, 1st floor. For schedule, call 250-370-3073.

Counselling Centre—Dawson 202 or call 250-370-3571 for an appointment.

English Help Centre (for non-native speakers)—Ewing 202 or call 250-370-3676.

Learning Skills Centre—Library Learning Commons or call 250-370-3583.

Library: Please acquire a library card as soon as possible.

Writing Centre—Library Learning Commons or call 250-370-3491.

See also the College Calendar, the Registrar's Office, or the College web site at 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.