

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 163 – 002</b>  <b>Literary Canons and Contexts</b>  <b>Spring 2013</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Brenda Proctor
(b)	Office Hours:	Tuesdays 2:30-4:00pm and Wednesdays 12:30-2:30 or by appointment
(c)	Location:	Paul 337
(d)	Email:	<a href="mailto:proctorb@camosun.bc.ca">proctorb@camosun.bc.ca</a>
(e)	Phone:	250-370-3354
(f)	D2L Access:	online.camosun.ca

### 2. Intended Learning Outcomes

#### 1. Reading and Writing:

- Understand that literary traditions change with time and the creation of new literary texts;
- Identify different literary forms, genres, and historical periods;
- Understand and appreciate the complex variety of literary study and literature's relationship to formal, cultural, social, political and historical contexts;
- Identify various approaches to literary texts and draw connections between different texts;
- Understand canon formation and challenges to the canon;
- Use critical, literary terminology;
- Use a critical approach with appropriate language and terminology;
- Demonstrate the possibility of arguing for various interpretations;
- Evaluate specific literary techniques;
- Employ close reading and argumentation skills;
- 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;
- 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;
- Evaluate secondary sources and integrate where applicable;
- Write persuasive arguments in scholarly, academic essay format, using MLA documentation.

#### 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.

### 3. Required Texts

- (a) *Twelfth Night* by William Shakespeare (Oxford)
- (b) *Pride and Prejudice* by Jane Austen (Oxford)
- (c) *The Autobiography of Red* by Anne Carson (Vintage)
- (d) *Oedipus the King* by Sophocles (Oxford)
- (e) *The Oxford English Dictionary* (available through Camosun library and online)

### 4. Reading Quizzes

Please note that this timing may be adjusted during the term.

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|------------------------------------|---------|
| 1. <i>Oedipus the King</i>         | May 9   |
| 2. <i>Twelfth Night</i>            | May 14  |
| 3. <i>Pride and Prejudice</i>      | May 23  |
| 4. <i>Poetry (handouts)</i>        | June 6  |
| 5. <i>The Autobiography of Red</i> | June 11 |

### 5. Suggested Reading Schedule

<i>Oedipus the King</i>	finish reading by May 9
<i>Twelfth Night</i>	finish reading by May 14
<i>Pride and Prejudice</i> – Volume 1	finish reading by May 16
<i>Pride and Prejudice</i> – Volume 2	finish reading by May 21
<i>Pride and Prejudice</i> – Volume 3	finish reading by May 23
<i>The Autobiography of Red</i> pp. 22-146	finish reading by June 4
<i>The Autobiography of Red</i> pp. 3-22 & 147-149	finish reading by June 11

### 6. Assignments and Evaluation

Please note that this timing may be adjusted during the term.

<i>Twelfth Night</i> Close Reading	5%	May 21
<i>Pride and Prejudice</i> Close Reading	5%	May 28
Essay #1 (In-Class)	10%	June 4
Essay #2 (Research)	20%	June 18
Presentations	10%	TBA
Final Exam	30%	exam period
Reading Quizzes (Best 4 of 5)	10%	see above
Participation	10%	

## 7. Grading System

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

## 8. Important Notes

- Participation mark will be based on attendance, punctuality, homework, and contributions to in-class discussions. Document absences when possible, so they do not affect your participation grade.
- Because this course emphasizes student participation and discussion, it is essential that students complete **all** the readings ahead of class and turn off any electronic devices for the duration of class.
- Students who are absent for an in-class essay or quiz will receive zero.
- Late papers will lose 5% per day, and they will receive a grade only (no comments).
- Write your own papers! Plagiarism is an academic offence that the college takes very seriously. Please see the “red handout” for a detailed discussion of this issue. Papers with any form of plagiarism will receive zero.
- The College provides many services, including a Writing Centre and a Language Help Centre. See Student Services, the College Calendar, or [www.camosun.ca](http://www.camosun.ca) for details.
- If you're registered with the DRC, please let me know so I can do my best to support you.
- Students are responsible for knowing the Student Conduct Policy. Copies of this document are available at Student Services, the School Administration Office, or [www.camosun.ca](http://www.camosun.ca)

## 9. Tips for Success in English 163

1. Be punctual and prepared for class: both your physical and your intellectual presence are essential. We are cultivating a community of readers and thinkers who can learn from each other, so substantial sections of our class time will be given to discussion. Learning to articulate your perspective on, response to, and questions about the day's reading will a) enrich the class members' understanding of the text, and b) enrich your ability to express yourself clearly in the written assignments. Use active reading strategies for each text we take up, and note your reactions to the readings in the margins of the text or on a separate sheet of paper. These notes will be especially useful for shy students who are building up confidence, as they will have a record of questions or ideas they can contribute to class discussion.
2. Take good notes on lectures and discussions: For the final exam, you will be responsible for concepts that are covered in lectures and in class discussion. You will also be responsible for the names of the authors and titles we cover this semester, so make a point of learning them as we go.
3. Write your assignments in stages: Even professional writers produce work in several drafts. Writing is a craft that requires attention to detail and refining. At a minimum, students should include brainstorming, outlining, drafting, and revising in their writing process, and revisions should take about the same amount of time as the draft.

4. Submit assignments with correct MLA format and documentation: Avoid handing in assignments that contain good material, but that look like first drafts. Formatting guidelines are finicky, but mastering them is not difficult. Correct format adds credibility to your work by establishing your professionalism, and it also helps readers make sense of your writing. Read over the assignment carefully, making sure you understand what you are being asked to write about and how you are being asked to present it. If you have questions about an assignment...
5. Make use of my office hours: Some of the best learning over the semester happens in one-on-one conversations about your work. This is particularly useful after you have an outline (including thesis, topic sentences, and quotations from the text you intend to use to develop your ideas). Consultation is also useful after assignments have been graded and returned: the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment.
6. Make a reliable friend in class: You are responsible for catching up on any missed classes. If you are absent, find a student to borrow notes from. Handouts or Power Points may also be available on D2L to complement your colleague's summary of the lecture and class discussion. By all means come and see me in office hours if you are caught in extenuating circumstances that prevent you from attending a class or if you need help understanding any material you have missed.