

	<p>School of Arts &amp; Science  <b>ENGLISH DEPARTMENT</b>  <b>ENGL 161-03</b>  <b>Literary Genres</b>  <b>Winter 2013</b></p>
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The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

- ⚡ Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

## 1. Instructor Information

(a)	Instructor:	Candace Fertile		
(b)	Office Hours:	Tuesday and Thursday 2:30-3:30; Wednesday 1:00-3:00; or by appointment		
(c)	Location:	Paul 337		
(d)	Phone:	250.370.3354	Alternative Phone:	
(e)	Email:	fertile@camosun.ca		
(f)	Website:			

## 2. Intended Learning Outcomes

Upon completion of this course:

### 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 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.

### 3. Texts:

*Literature: Reading, Reacting, Writing* edited by Kirsznner et al., 2nd Canadian edition, Thomson Nelson

*Love Medicine* by Louise Erdrich, newly revised edition, Harper Perennial  
(both books are available in the Camosun bookstore)

### 4. Course Content and Schedule

The number after the title refers to the first page of the selection in *Literature: Reading, Writing, Reacting*. Students may find the accompanying explanatory material in the text helpful, but please read the literature FIRST. All selections except *Love Medicine* are in *Literature: Reading, Writing, Reacting*. The list is subject to change.

January 7: Introduction

January 7-30: Short Stories

Thien “Simple Recipes” (45)

Chopin “The Story of an Hour” (77)

Updike “A&P” (122)

Mootoo “A Garden of Her Own” (202)

King “Borders”

Hemingway “Soldier’s Home” (272)

Walker “Everyday Use” (326)

O’Brien “The Things They Carried” (528)

Findley “Stones” (135)

February 4-26: Poetry

**FEBRUARY 4: FIRST ESSAY DUE**

Hughes “Theme for English B” (849)

Shakespeare [That time of year] (561)

Auden [Stop all the clocks] (582)

Marvell “To His Coy Mistress” (719)

Atwood “The Animals in That Country” (821)  
 Owen “Dulce et Decorum Est” (695)  
 Browning “My Last Duchess” (624)  
 Dickinson [Because I could not stop for Death] (737)  
 Donne [Death be not proud] (830)  
 Pound “In a Station of the Metro” (687) and Williams “The Red Wheelbarrow” (686)  
 Wordsworth “I Wandered Lonely as a Cloud” (897)  
 Auden “Musée des Beaux Arts” (815)  
 Mirikitani “Suicide Note” (630)  
 Nichol “Blues” (788)  
 Lau “My Tragic Opera” (859)  
 Robinson “Richard Cory” (877)  
 Purdy “Lament for the Dorsets” (715)  
 Ginsberg “A Supermarket in California” (727)  
 Rich “Aunt Jennifer’s Tigers” (739)  
 Nowlan “The Bull Moose” (811)

**March 4: IN-CLASS ESSAY** (on poetry and open book)

March 6-20: *Love Medicine*      **APRIL 3: THIRD ESSAY DUE**

March 25-April 10: Drama

March 25-27 MacLeod *The Shape of a Girl* (1348)

April 1-10 Wilde *The Importance of Being Earnest* (960)

## 5. Basis of Student Assessment (Weighting)

20% essay (1000-1250 words; due Feb. 4 at the beginning of class)

10% in-class essay (750 words minimum; March 4)

20% essay (1000-1250 words; due April 3 at the beginning of class)

20% pop quizzes, in-class assignments, participation

30% final examination (includes at least one essay; three hours; exam period in April—April 15-20 and 22-23; do not make travel plans until after you know the final exam schedule)

## 6. Grading System

### Standard Grading System (GPA)

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
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### 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 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.

Temporary Grade	Description
I	<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.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
CW	<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.

## 7. 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 the College web site in the Policy Section.

## 8. Further Information

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format: for example, double-space, use 1" margins on all sides, use an ordinary font (Times New Roman) with a

12 pitch size, staple the pages together in upper left corner, number the pages in the top right-hand corner (except for title page), and do not use a folder or cover. Put your title, your name, the class and section, the date, and my name on the title page. Put the word count at the end of the essay. And keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be treated as a plagiarized paper.

The more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Or write in the margins of your book, if you choose. Look up unfamiliar words or words that do not make sense to you in the context. If you miss a class, you must get notes from another student. Do not ask me if you missed anything or anything important. For an instructor's perspective on missed classes, please see Tom Wayman's "Did I Miss Anything?" (892-3). As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones, computers, and MP3 players) and pay attention to whoever is speaking.

**Quotations:** Evidence in the form of quotations must be given and must be properly formatted. If the parenthetical reference comes at the end of your sentence, the period is after the page reference. Quotations must fit grammatically into your sentence. Use square brackets for minimal changes. Use the ellipsis sparingly to show that something has been left out. You should use at least as many words as are in the quotation to explain it, and you must introduce the quotation. Prose quotations of more than four lines must be formatted using indented or block quotations. Continue to double-space, and include quotation marks only if the original text has them. Put the period before the parenthetical citation. For prose quotations, use the page number(s). For poetry quotations, use the line number(s). NOTE: ANY ESSAY (except on the final) LACKING QUOTATIONS FROM THE PRIMARY LITERATURE WILL FAIL.

**Final Examination (No books allowed)**

The final examination covers the entire course, and it will be based on what we discuss in class. The best way to prepare for the final exam is to do the readings, attend class, make notes, and review your notes as you go along. The final exam will include an essay (if you examine the schedule, you will see that drama does not have an essay assignment, so it is likely you will have to write on drama in the examination). You will have a choice of topics, and I often ask comparison-contrast questions; consequently, in the essay, you may be asked to write on more than one piece of literature. The rest of the exam could include short answer questions, the identification of quotations (last name of author and title) and the writing of a paragraph to explain the quotation's significance, and a short essay in which you explicate a poem. Your grade in all cases will depend both on the content and the clarity of your answer. If you attend all the classes and do all the readings, you should not be surprised by any of the questions on the exam. Quotations, for example, will be chosen from important passages (ones we talk about in class).

**Remember: NO LATE PAPERS**

### **Grades and Their Meaning:**

- A range—superior level of achievement—a paper worth consulting  
good insight into material with detailed, significant discussion  
effective organisation for paper’s purpose  
fluent, error-free expression
- B range—high level of achievement—a paper worth keeping  
competent treatment of material with full but not as detailed a discussion as A  
organisation contributes to sense but lacks effectiveness of an A paper  
free of common errors
- C+ a little above satisfactory—a paper worth doing  
sound content, somewhat mechanical organisation  
may have one or two serious errors in expression
- C satisfactory  
acceptable but commonplace content adequately supported  
coherent but mechanical organisation  
sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting  
limited content with weak support  
organisation may be confusing  
numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper--inadequate or inaccurate content with limited  
or no support; numerous errors that prevent communication

**First Essay** Due: February 4 at the beginning of class—no late papers!

Length: 1000-1250 words (put word count at end of essay)

Choose one of the following topics and write a clearly organized essay in which you use quotations from the story or stories to back up your argument. Include a Works Cited at the end of the essay. You need not use a whole separate page for the Works Cited. If you use secondary sources, make sure you find a balance in the sources (for example, do not rely on only one critic’s opinion). Please note that some of these choices include stories that we are not discussing in class.

1. Compare and contrast the importance of setting in “A Garden of Her Own” and “A Field of Wheat” (173).
2. Compare and contrast the significance of war in “Soldier’s Home,” “The Things They Carried,” and “Stones.”
3. Compare and contrast the mothers in THREE of the following: “Stones,” “Simple Recipes,” “Everyday Use,” and “Borders.”
4. Compare and contrast the Ben in “Stones” and Sarty in “Barn Burning” (234).
5. Write a character analysis of the father in “The Boat” (447) OR Lois in “Death by Landscape” (335).
6. Explain the use of sacrifice in “The Lottery” (318) and “The Ones Who Walk Away from Omelas” (442). Consider the similarities and differences between the two places.
7. What’s the purpose of blindness in “Cathedral” (408)?