

	School of Arts & Science ENGLISH DEPARTMENT
	ENGLISH 161: sections 008 & 009 LITERARY GENRES
	FALL 2013

COURSE OUTLINE

*Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep their outlines for their personal records.*

INSTRUCTOR INFORMATION

Instructor:	Kristine Kerins M.A.	
Office Hours:	Tues & Thurs 12-1:30; Wednes, 1:30-2:30	
Office Location:	Lansdowne Campus, Paul Building, Room 330	
Phone:	(250) 370 - 3357	
Email:	kerins@camosun.bc.ca NOTE: An email will likely receive a quicker response than a phone message; however, I may not respond at all between 5 pm & 9 am or on the weekend. If, during the week, I do not respond within 48 hours, assume I did not receive your message and please re-send. Likewise, I will expect you to acknowledge receipt of my messages.	
Website:	faculty.camosun.ca/kristinekerins	

COURSE INFORMATION

Course Credit Value: 3

Course Prerequisite: B in English 12; C+ in English 103 & 104 or 106;
C in English 150 or English 151

Expectation of Skills:

The instructor will expect to see the standard academic essay format in the essays and exams for this course. You will also be expected to be able to cite sources according to MLA standards. A basic ability with grammar, punctuation, and spelling is also expected for all English courses at the 100 level, and these elements will factor into the grading of essays and exams. Only a small amount of lecture time will be devoted to discussion of essay writing and documentation, and no lecture time will be given to the smaller mechanics (grammar, punctuation, spelling). If you are not confident in your basic writing, your essay writing, or your documenting skills, you may want to postpone enrollment in English 161.

Calendar Description:

This course introduces the study of literature in English with a focus on genres: short fiction, novel, poetry, and 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.

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, setting, 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 & audience; effective introductions & 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 & integrate research through correct use of summary, paraphrase & 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.

REQUIRED TEXTS & MATERIALS

- a) *English 161 Course Pack - Kristine Kerins* (Camosun)
 b) *Introduction to Literature: English 161: Kristine Kerins* (Pearson Custom Library)
 c) *Bright Lights, Big City* by Jay McInerney (Vintage books)

* I will also require you to register to use the online service called "My LitLab."
 The information on how to register to this is packaged with the Pearson text.

BASIS OF ASSESSMENT

SHORT STORY ESSAY	15%
MIDTERM	20%
DRAMA ESSAY	20%
FINAL EXAM	25%
MISC.	20%
- Grammar	5%
- Quizzes & Workshops	5%
- Exercises & Paragraphs	10%

GRADING SYSTEM - STANDARD GRADING SYSTEM (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Outstanding	9
85-89	A	Excellent	8
80-84	A-	Very good	7
77-79	B+	Very good	6
73-76	B	Good	5
70-72	B-	Good	4
65-69	C+	Satisfactory	3
60-64	C	Sufficient	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 -- I (incomplete), IP (in progress), CW (compulsory withdrawal) may be assigned for specific circumstances.

See Grading Policy at www.camosun.ca for details.

IMPORTANT NOTES

- **ELECTRONICS:** Because this course emphasizes student participation and discussion, it is essential that students complete turn off **all** electronic devices for the duration of every class. This includes laptops, phones, and recording devices. Notes can be taken by hand. If you are texting or surfing in class, I will ask you to leave.
- **EXAMS & IN-CLASS WORK:** Students who are absent for an exam, paragraph, quiz or presentation without medical documentation will receive zero for that assignment. If you must legitimately be absent for some important reason (not 'work'), see me ASAP.
- **ESSAYS:** Late essays will only be accepted for 3 days past the due date, will lose 10% per day, and will receive a grade only (no comments). Requests for extensions (up to 5 days) will be considered under special circumstances, but only if the request is made at least 24 hours before due date. NO re-writes or electronic submissions are allowed.
- **FOR YOUR RECORDS:** Be sure to keep all rough drafts, final drafts, and graded material until end of term. In the event of a computer failure or grade discrepancy, these will matter.
- **EXTRA HELP:** The College provides many services, including a Writing Centre and a Language Help Centre. See Student Services, the College Calendar, or www.camosun.ca
- **PLAGIARISM:** You must write your own papers and carefully document your sources! Plagiarism is an academic offence that the college takes very seriously. Papers with any form of plagiarism will receive zero.
- **CONDUCT:** Students are responsible for knowing the Student Conduct Policy. This document is available at Student Services, the School Administration Office, or in the 'Policy' section at www.camosun.ca.

TIPS FOR SUCCESS IN ENGLISH 161

Be punctual and be prepared:

Even more than in other courses, it is vitally important that you have completed all assigned readings before coming to 161. To ensure this, I will be giving reading quizzes and/or assigning reading response paragraphs to insure you have done the homework. The quizzes happen in the first few minutes of class, so if you are late you will miss them.

Since our class time will consist mainly of group discussion, you must also have read thoroughly enough to be able to intelligently participate in that discussion. Use active reading strategies for each text. As you read, note your reactions, questions, insights in the margins of the text or on a separate sheet of paper. These notes will be especially useful for shyer students who are building up confidence about contributing to class discussion. Learning to articulate your perspective on, responses to, and questions about the day's reading will enrich the class members' understanding of the text, and strengthen your ability to express yourself clearly in the written assignments.

What you are expected to have read for any given date is listed on the schedule. I might not mention it in class, but it is still your responsibility to have it read. If we are spending more than one day on a piece, you must have the work completely read on the first day we discuss it (The quiz will always cover the entire work).

Take good notes on lectures and discussions:

For the exam you will be responsible for concepts that are covered in all 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.

Make a reliable friend in class:

While students who regularly attend fare much better in the class, I do understand that you may need to miss the occasional class. I will not be taking attendance, and you need not inform me if or why you must be absent. However, you are responsible for catching yourself up before returning. The first step is to borrow some thorough lecture notes from a reliable source. By all means come and see me in office hours if you need help understanding the material you have missed, but only after you have tried to work through it on your own and have specific areas of confusion; I can't recap the entire class, but I can fill in the holes.

Do not procrastinate on your assignments:

You will be asked to take a mature, self-directed approach to your learning in this class. A few assignments (like the grammar) will have no lecture time allotment; you must be self-regulating and self-scheduling. Your essays, too, if they are to be well written, will require several drafts and possibly consultation with the instructor in office hours. Read over the essay assignments early so that you can start to plan, research, and write in enough time to also revise and polish. It is also your responsibility to read that assignment carefully to make sure you understand exactly what you are being asked. If you have questions about an assignment, ask them early in the process; it will save you time and tears in the long run.

Submit assignments with correct formatting and MLA documentation:

Presentation and technicalities do matter. Formatting guidelines and citation details may seem finicky, but mastering them is not difficult. Moreover, correct formatting and documentation adds credibility to your work by establishing your professionalism.

Make use of office hours:

Your writing strengths and weaknesses are uniquely yours, and your critical understanding of a text will also quite personal. Come talk to me if, after a lecture, a work is confusing, frustrating, or even if it is just exciting you in some unique way (perhaps there's an essay in that). Come talk to me too about how to strengthen your essays. This is particularly useful if 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. You need not make an appointment if you come during scheduled hours. If those hours do not work, tell me so.