

	School of Arts & Science ENGLISH DEPARTMENT ENGL 161-01 Literary Genres Spring 2014
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English 161: 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. *To find where this course transfers, check the [BC Transfer Guide](#)* **Prerequisites:** "B" in English 12 or EFP 12; **or** "C+" in ENGL 103 and ENGL 104; or ENGL 103 and ENGL 106; or ENGL 092 and ENGL 094; or ENGL 092 and ENGL 096; or ENGL 142; or ELD 092 and ELD 094; or ELD 097; **or** "C" in ENGL 150; or ENGL 151; **or** assessment

COURSE OUTLINE: The course description is online
 @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω *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:	Dr. Candace Fertile		
(b)	Office Hours:	MTWTH 2:30-3:30 (or by appointment)		
(c)	Location:	Paul 337		
(d)	Phone:	250.370.3354	Alternative Phone:	
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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. **Required Materials**

(a) Texts

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

Love Medicine by Louise Erdrich, newly revised edition, 2009, Harper Perennial
(both books are available in the Camosun bookstore)

(b) Recommended

a college level dictionary (I use the *Oxford Canadian Dictionary*)

4. Course Content and Schedule (subject to change)

The numbers refer to the pages in *Literature: Reading, Writing, Reacting*. All selections except *Love Medicine* are in *Literature: Reading, Writing, Reacting*. Reading must be done before the class day on which the selections are to be discussed.

May 6

Introduction to the course and introduction to short stories
Chopin “The Story of an Hour” (77-79)

May 8

Chapter One (3-17)
Chapter Two (18-38)
Thien “Simple Recipes” (45-52)
Chapter Three (40-71)
Chapter Four (72-77)
Faulkner “A Rose for Emily” (90-97)
Chapter Five (119-122)
Findley “Stones” (135-149)

May 13

Chapter Six (168-173)
Ross “A Field of Wheat” (173-180)
Chapter Seven (211-217)
King “Borders” (218-226)
Poe “The Cask of Amontillado” (227-233)
Chapter Eight (259-266)
Hemingway “Soldier’s Home” (272)

May 15

Chapter Eight (259-266)
Hemingway “Soldier’s Home” (272)
Chapter Nine (302-307)
“The Lottery” (318-325)
Chapter Ten (350-354)
Walker “Everyday Use” (326-334)

May 20

in-class peer evaluation of first essay (must bring two clean copies of essay, properly formatted; 15% penalty on essay grade if not done)

May 22

ESSAY DUE (on short stories)
Love Medicine (reading quiz)

May 27

Love Medicine continued

May 29

in-class essay on *Love Medicine* (open book, minimum 750 words)

June 3-5 Poetry

Chapter Eleven (565-567)

Chapter Twelve (599-617)

Please note: throughout the chapters on poetry (11-19), you will find useful information on a wide variety of topics.

Shakespeare [That time of year] (561)

Auden [Stop all the clocks] (582)

Pound "In a Station of the Metro" (687)

Williams "The Red Wheelbarrow" (686)

Nichol "Blues" (788)

Cummings "l(a)" (564)

Marvell "To His Coy Mistress" (719)

Owen "Dulce et Decorum Est" (695)

Browning "My Last Duchess" (624)

Wordsworth "I Wandered Lonely as a Cloud" (897)

June 10-12

Poetry presentations (selected from the following poems)

Roethke "My Papa's Waltz" (570)

Marlowe "The Passionate Shepherd to His Love" (578)

Raleigh "The Nymph's Reply" (579)

Shakespeare "My Mistress' Eyes Are Nothing Like the Sun" (580)

Owen "Anthem for Doomed Youth" (587)

Lowell "For the Union Dead" (589)

Mirikitani "Suicide Note" (630)

Lowell "Patterns" (634)

Auden "The Unknown Citizen" (645)

Sexton "Cinderella" (646)

Dumont "The Devil's Language" (650)

Housman "To an Athlete Dying Young" (677)

Atwood "Death of a Young Son by Drowning" (702)

Donne "A Valediction: Forbidding Mourning" (710)

Purdy "Lament for the Dorsets" (715)

Ginsberg "A Supermarket in California" (727)

Dickinson [Because I could not stop for Death] (737)

Bishop "Sestina" (769)

Meredith "In Memory of Donald A. Stauffer" (771)

Livesay "Bartok and the Geranium" (792)

Nowlan "The Bull Moose" (811)

Auden "Musée des Beaux Arts" (815)

Atwood "The Animals in That Country" (821)

Donne "Death Be Not Proud" (830)

Hughes "Theme for English B" (849)

Lampman "The City of the End of Things" (855)

Lau "My Tragic Opera" (859)

Milton "When I Consider How My Light Is Spent" (863)

June 17

ESSAY DUE (on poetry)

Hamlet (1093-1193) (**reading quiz**)

June 19

Hamlet continued

5. Basis of Student Assessment (Weighting)

20% essay (1000-1250 words; due at the beginning of class on May 22)

20% in-class essay (750 words minimum; May 29)

20% essay (1000-1250 words; due at the beginning of class on June 17)

10% reading quizzes on *Love Medicine* (May 22) and *Hamlet* (June 17). These quizzes are on the basic facts of the selections.

30% final examination (includes at least one essay; three hours; exam period in June (23-25); do not make travel or work 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

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 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 rd 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.

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

Deadlines: 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. Late work is not accepted; consequently, the grade is zero. It is not possible to make up missed work.

Plagiarism: 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. If you have any questions about this matter, do not hesitate to ask me. If in doubt, document the source. And Wikipedia is not an acceptable source for college papers.

Guidelines for Papers: 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. If you do not want to use a title page, put all the relevant information on the top of the first page of the essay. 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.

Preparation: 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.

Absence from Class: 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).

Class Behaviour: As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones and laptops) and pay attention to whoever is speaking. People who use devices (texting, for example) in class will be told to leave. If you have a compelling reason for a communication device (your partner is about to go into labour, for example), see me before the class. Please make every effort to be on time, and do not eat noisy food in class.

Disability Resource Centre: This centre assists students with documented disabilities. If you are registered with the DRC, you will be given a letter to pass on to your instructor(s). This letter identifies the types of help to which you are entitled.

Email: <http://camosun.ca/services/drc/>

Email: The best way to get in touch with me is to attend class. Otherwise, office hours work. Or email. I check email at least once a day during the week (not on weekends). Make sure you identify yourself (if your address has nothing to do with your name) and the course in the subject line. Any email without a subject or clear sender is simply deleted. Apart from office hours, the phone is the worst way to contact me.

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 *Hamlet* does not have an essay assignment, so it is likely you will have to write on it 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

MLA Format: We will cover MLA (Modern Language Association) documentation in class (the text is out-of-date on the latest MLA guidelines). The Camosun library has excellent information on MLA documentation on its website. <http://camosun.ca.libguides.com/mla>

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: May 22 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 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. Use MLA documentation and format. Use double-spacing, 12 point font, margins, and indented paragraphs (Tab key). Use complete sentences. Introduce, integrate and explain quotations. Generally avoid ending a paragraph with a quotation. A helpful strategy for a comparison (and it's understood that a comparison paper includes contrast) paper is to develop a series of points about both or all the stories as you go along rather than having separate sections of the paper for each story. So you are discussing both or all the stories as you go along. Also a comparison essay is not simply a list of similarities and differences. The purpose of comparing is to come to a new understanding of the material, so you must consider meaning.

1. Compare and contrast the parent-child relationship in "Stones" and "The Rocking-Horse Winner" (369-381).
2. Compare and contrast "A Field of Wheat" and "A Garden of Her Own" (202-209) in terms of marriage and growth.
3. Compare and contrast "Stones," "Soldier's Home," and "The Things They Carried" (528-541) in terms of war.
4. Compare and contrast the mothers in "Stones" and "Simple Recipes" OR "Everyday Use" and "Borders."
5. Compare and contrast Ben in "Stones" and Sarty in "Barn Burning" (234-247)).
6. Compare and contrast the significance of death in "A Rose for Emily" and "The Cask of Amontillado" OR "A Rose for Emily" and "The Lottery."
7. Compare and contrast symbolism in "The Story of an Hour" and "The Lottery."

Essay Guidelines

1. You have to say something in your essay, and you have to organize what you are saying. I don't have to agree with you, but you need to make sense and support your argument.
2. Overall, the essay needs a beginning, a middle, and an end. An essay of 1000-1250 words needs an introduction (one paragraph), a body (two-five paragraphs), and a conclusion (one paragraph). The paragraphs must be in an order; they are not interchangeable. Organize your material. How you organize it will be a choice in part dependent on what you want to say. But the sentences should follow one another logically as should the paragraphs. If they don't, the essay lacks coherence. Paragraphs should be roughly balanced in importance.
3. A paragraph in an academic paper is usually more than one sentence. The sentences in a paragraph must be in a particular order. You should not be able to rearrange them without wrecking the paragraph.
4. The introduction and conclusion are not the same. The conclusion develops from the whole essay.
5. Indent paragraphs (use Tab key). And provide transitions (can be as simple as one word). The indentation shows that you are changing topics; the transitions reinforce the smooth movement of ideas (your argument). Remember that the reader cannot see what is going on in your head. The reader just has the words on the page.
6. The introduction should not make sweeping statements. Focus. If you mention the author(s) and title(s) in the first sentence, you are less likely to waste space.
7. The first time you mention an author you use the full name. Subsequent references require only the last name. Do not use a title; use just the name.
8. Title your essay appropriately. Do not underline your title or put it in quotation marks or italics. Capitalize the first letters of main words. Do not put a period at the end.
9. Use correct format: a sloppy paper is disrespectful to your reader and your own work.
10. Write complete sentences. Avoid comma splices and run-on sentences.
11. Try to write in the active voice unless the passive is necessary.
12. Avoid clichés or worn-out phrases.
13. Do not rely solely on a spell check program. Use a dictionary. If you use a thesaurus, check the selected word in a dictionary.
14. If you can eliminate a word, phrase, or sentence, do so. Don't waste space or the time of your reader with filler. (It helps to put the paper away for a while before proofreading.)
15. Make subjects agree with verbs, and make pronouns agree with antecedents.
16. Use the correct case of the pronoun.
17. Put modifiers close to what they modify.
18. Check the punctuation.
19. Check your diction (word choice). It should be appropriate for your topic and audience. It may be useful to think of the other members of the class as your audience. Therefore, imagine you are writing for intelligent, interested people who are not necessarily experts in the field. If you use a technical term, explain it.
20. Avoid sarcasm, slang, and sexist language. Plurals help eliminate gendered pronouns.
21. Use examples if they will help the reader to understand your point, and don't be afraid to say "For example . . ."
22. You don't need to say "I think." If something isn't what you think, you must identify the source. Don't use "you" or "one."