



**School of Arts & Science**  
**ENGLISH DEPARTMENT**  
**ENGL 161 – Section 9**  
**Introduction to Literary Genres**  
**Fall 2015**

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**COURSE OUTLINE**

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**1. Instructor Information**

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| (a) | Instructor:   | Janet Doherty  |
| (b) | Office Hours: | Monday 1:30-3pm, Wednesday 10-11:30am,<br>Thursday 12:30-1:30, or by appointment                     |
| (c) | Location:     | Paul 218   |
| (d) | Email:        | <a href="mailto:DohertyJ@camosun.bc.ca">DohertyJ@camosun.bc.ca</a>                                   |
| (e) | Phone:        | 250-370-3974   |
| (f) | D2L link:     | <a href="http://online.camosun.ca/">http://online.camosun.ca/</a> (access assignments, grades, etc.) |

**2. 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, 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 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 and Supplies

- (a) English 161 Coursepack with Readings (Doherty)
- (b) *East of Eden* by John Steinbeck
- (c) *Speed the Plow* by David Mamet
- (d) Slender exercise book
- (e) *The Oxford English Dictionary* (available through Camosun library)

## 4. List of Course Readings

Please note that this list is tentative and may be adjusted during the term.

Poems: September 8 – October 15

"London" by William Blake  
"God's Grandeur" by Gerard Manley Hopkins  
"The Cinnamon Peeler" by Michael Ondaatje  
"Aunt Jennifer's Tigers" by Adrienne Rich  
"Poverty" by Pablo Neruda  
"In a Station of the Metro" by Ezra Pound  
"The Red Wheelbarrow" by William C. Williams  
"You Fit into Me" by Margaret Atwood  
"The Spanish Dancer" by Rainer Maria Rilke  
"The Sun" by Mary Oliver  
"Musée des Beaux Arts" by W. H. Auden  
"Hope" by Ariel Dorfman  
"Dulce et Decorum Est" by Wilfred Owen  
"Stop All the Clocks..." by W. H. Auden  
"The Faithful Wife" by Barbara Greenberg  
"Dirge Without Music" by Edna St. Vincent Millay  
"My Mistresses' Eyes..." by William Shakespeare  
"Right of Passage" by Sharon Olds

Drama: September 30 – October 29  
 Mamet *Speed the Plow*  
 Wilde *The Importance of Being Earnest*

Short Stories: November 2 – November 19  
 Chopin "The Story of an Hour"  
 Gilman "The Yellow Wall-Paper"  
 Poe "The Cask of Amontillado"  
 Updike "A&P"  
 King "Borders"  
 Walker "Everyday Use"

Novel: November 23 – December 10  
 Steinbeck *East of Eden*

Suggested Reading Schedule:

|        |              |
|--------|--------------|
| Part 1 | September 26 |
| Part 2 | October 17   |
| Part 3 | October 31   |
| Part 4 | November 21  |

## 5. Assignments and Evaluation

|                       |     |             |
|-----------------------|-----|-------------|
| In-class Poetry Essay | 15% | October 15  |
| Drama Essay           | 20% | November 3  |
| Short Story Essay     | 20% | November 19 |
| Final Exam            | 30% | exam period |
| Participation         | 15% |             |

## 6. 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 |

## 7. Important Notes

- Participation mark will be based on attendance, punctuality, homework, contributions to in-class discussions and in-class journal entries. Document absences when possible, so they do not affect your participation grade.
- Students will need to submit a blank journal with their name clearly printed on the front **next class**. The journal should be a slender exercise book (no more than 40 pages - please do not submit duo-tangs or books with coil bindings as they are too bulky)
- 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 10% 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 or [www.camosun.ca](http://www.camosun.ca) for details. There is also online writing help available through "Write Away" (link on Writing Centre website)

## 7. Tips for Success in English 161

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 shyer students who are building up confidence, as they will have a record of ideas they could 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 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. 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 will 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 need help understanding any material you have missed.