



School of Arts & Science
ENGLISH DEPARTMENT
ENGL 161-010
Literary Genres
Fall 2015

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Bronwen Welch		
(b)	Office Hours:	Mondays 11:00-12:000; or by appt.		
(c)	Location:	Paul 330		
(d)	Phone:	370-3357	Alternative Phone:	
(e)	Email:	WelchB@camosun.bc.ca		
(f)	Class Times	Tuesday and Thursdays: 2:00 to 3:20		

Texts:
1) *Literature: Reading, Reacting, Writing* - Kirszner, Mandell and Fertile
2) *Monkey Beach* – Eden Robinson

1. Course Description

This course, which is a discussion of fiction, poetry, and drama, introduces students to the study and analysis of literature.

2. Intended Learning Outcomes

Upon completion of this course:

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.

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.

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.

Evaluation

Your grade will be comprised of the following items:

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| 1. | In class diagnostic essay (not graded, but must be completed to get course credit) | |
| 2. | Short Story close reading | 15% |
| 3. | Poetry Mid-term | 20% |
| 4. | Drama – close reading | 20% |
| 5. | Final Exam | 25% |
| 6. | Pop Reading Response (5 at 4% each) | 20% |

Tentative Class Schedule

DATE	WHAT WE WILL DO	WHAT WE WILL READ	HOMEWORK
Week 1	Sept: 8 Introduction to Class *** Sept: 10	*** Diagnostic Essay on “The Lottery” (319)	Read “The Lottery” (319) for Sept. 10 *** Read : A Rose for Emily (90) for Sept. 15
Week 2	Sept: 15 Narrator and Setting *** Sept. 17: Symbols	“The Lottery” (319) / “A Rose for Emily” (90) *** “Stones” (135)	Read “Stones” (135) for Sept. 17 *** Read “A Good Man is Hard to Find” (280) for Sept. 22
Week 3	Sept. 22: Style/character *** Sept: 24 Canadian Literature	“A Good Man is Hard to Find” (280) *** “Death by Landscape” (335) AND “A Field of What” (173) for Sept 24	Read: “Death by Landscape” (335) AND “A Field of What” (173) for Sept 24 *** Read “A Very Old Man with Enormous Wings”(432) for Sept. 29th
Week 4	Sept. 29: Magic Realism *** Oct. 1 Writing a Literature Essay	“A Very Old Man with Enormous Wings”(432) *** How to integrate quotations MLA Works Cited Close Reading	Next Class: (Oct. 6) Essay Due

Week 5	Oct. 6 First Essay Due Writing about Poetry: *** Oct 8: love and Possession	“Leda and the Swan” (812-13) “Wanting” (707-08) *** “The Cinnamon Peeler” (868-69) “Porphyria’s Lover”(640-41)	Read: “The Cinnamon Peeler” (868-69) “Porphyria’s Lover”(640-41) for Oct. 8 *** Read “Wreath for a Bridal”(583-84) “A Pink Wool Knitted Dress (584-85) for Oct 13th
Week 6	Oct. 13th Poetry: Symbols, Imagery, and Tone *** Oct 15: Parents and Children	“Wreath for a Bridal”(583-84) “A Pink Wool Knitted Dress (584-85) *** “Fathers and Sons” (569-70) “A Woman Mourned by Daughters” (567)	Read: “Fathers and Sons” (569-70) “A Woman Mourned by Daughters” (567) for Oct. 15 *** Read: “Those Winter Sundays” (573) “Hope” (643-44) for Oct 20th
Week 7	Oct. 20: Form *** Oct. 22 Prep for Mid-term	“Those Winter Sundays” (573) “Hope” (643-44) *** How to write a literature mid-term	**** Next Class Oct.27 – Mid-Term (Poetry)
Week 8	Oct.27 – Mid-Term (Poetry) *** Oct. 29 Drama: setting/character/voice	Mid term *** “A Doll House” Act 1 (1013-1034)	Read: “A Doll House” Act 1 (1013-1034) for Oct 29 *** Finish “A Doll House” for Nov. 3
Week 9	Nov. 3 An Economic Reading of “A Doll House” *** Nov. 5 A Gendered Reading of “A Dollhouse”	“A Doll House” *** “A Dollhouse”	
Week 10	Nov. 10 Writing about Drama **** Nov. 12 First Nations Literature	Essay Skills *** Motifs/symbolism/	*** Read pages 1-80 of <i>Monkey Beach</i>
Week 11	Nov. 17 <i>Monkey Beach</i> : Approaches *** Nov. 19 Drama Essay due <i>Monkey Beach</i>	<i>Monkey Beach</i> *** <i>Monkey Beach</i>	Drama Essay due Nov 19 Read <i>Monkey Beach</i> 80-138 for Nov 18 *** Read: pages 139-232 of <i>Monkey Beach</i>
Week 12	Nov.24: <i>Monkey Beach</i> *** Nov. 26 <i>Monkey Beach</i>	<i>Monkey Beach</i> **** <i>Monkey Beach</i>	Read 232-294 <i>Monkey Beach</i> for Nov. 26 *** Finish Novel
Week 13	Dec. 1 *** Dec. 3	<i>Monkey Beach</i> *** <i>Monkey Beach</i>	
Week 14	Dec.8 *** Dec. 10 Prep for Final Exam	<i>Monkey Beach</i>	

Grading

All assignments will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range (85 - 100%) Superior level of achievement

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

B Range (70-84%) High level of achievement

- Competent treatment of material or topic but less originality or perception than an "A" paper
- Full discussion but not as detailed or specific as "A" level
- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization

So many errors that the reader cannot understand the paper adequately

CRITERIA FOR SCORING ESSAYS

1. CONTENT, DEVELOPMENT AND ORGANIZATION

High (Ranked 9, 8, or 7). The paper has an overall plan, point of view, and sense of direction. The thesis and the main supporting points are original and interesting, and are developed fully in a logical, persuasive, thought-provoking manner. Quotations are smoothly integrated and effectively utilized. Each paragraph is unified around a clear focus. The transition within and between the paragraphs is clear and smooth (without being mechanical), allowing the reader to move from point to point with a sense of coherence and momentum.

Middle (Ranked 6, 5, or 4). Content and organization are adequate but pedestrian. The essay has a main idea, although it is not clearly stated or kept in focus throughout. The content is skimpy - often short, one- and two-sentence paragraphs restricted to generalizations and commonplaces. The arguments are too one-sided. There is no clear organization, or it is too mechanical. Transition is lacking, or it is restricted to the simplest devices. The order of points is adequate but nothing more.

Low (Ranked 3, 2 or 1). No central idea governs. Obvious points are repeated in slightly different words. The essay pays lip service to the topic, but actually avoids it. (Essays that offer unreasonably one-sided arguments should also

be placed in this category.) Points come in haphazard order, without coherence or a sense of direction. The paragraphing contributes little to the flow of ideas. Transitional devices are either lacking or mechanical.

2. SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION)

High (Ranked 9, 8, or 7). The sentences are clear and demonstrate a variety of length and structure. There is clear evidence that the writer is able to use subordinate structures, and is not limited to simple and compound sentences. Errors, if any, are isolated and relatively minor.

Middle (Ranked 6, 5 or 4). The sentences lack variety in length and structure. The writer is able to construct familiar sentence patterns, but is prone to error and avoids sophisticated structures, such as parallelism, subordination, etc. There is reasonable control of the comma, but semicolons and other marks of internal punctuation are absent or used incorrectly or indiscriminately.

Low (Ranked 3, 2, or 1). There are errors in sentence structure, grammar, punctuation such as to obscure the meaning or seriously impair the flow of ideas.

3. WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)

High (Ranked 9, 8, or 7). Words are used precisely and imaginatively. The vocabulary appears to be wide-ranging. Wordiness and pretentious diction are absent. The diction is specific and concrete where appropriate—not restricted to the abstract and general. The level of usage is consistent, neither too formal nor too informal (except for deliberate effect). Misspellings, if any, are few, and not "glaring".

Middle (Ranked 6, 5, or 4). The phrasing is standardized, ordinary – in other words, lacks freshness. There is evidence of imprecision and wordiness. There are inconsistencies in the level of usage, especially in the direction of overly informal expressions. Some jargon or pretentious diction is evident. Spelling is perhaps a noticeable problem, with some errors in regular words as well as in more difficult words.

Low (Ranked 3, 2, or 1). Imprecise and wrong words abound. The phrasing is vague, general, wordy. The level of usage is frequently too informal. Spelling is a definite problem. An essay written in an overly simplistic vocabulary may also get a Low rating, even if no word is clearly wrong. Similarly, excessive wordiness deserves a Low rating.

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.

Attention!

- ❖ Late work will be deducted 10% a day unless you have a documented medical excuse. All work must be handed in on time—and that means at the beginning of the class on the due date.
- ❖ I will not accept any work that is over a week late.
- ❖ Five POP reading responses, done in class, each worth 4% will be assigned in class throughout the term
- ❖ If you not write the response, you will receive a zero , unless you have a doctor's note excusing the absence.
- ❖ Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>
- ❖ You must keep a photocopy or disk copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.
- ❖ You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.
- ❖ There will be a MID-TERM AND A FINAL EXAM. DO NOT schedule any travel during the exam periodS.