

	<p><b>School of Arts &amp; Science</b></p> <p><b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 161 Section 03</b></p> <p><b>Literary Genres</b></p> <p><b>Winter 2016</b></p>
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## COURSE OUTLINE

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### 1. Instructor Information

(a)	Instructor:	Thom Bland
(b)	Office Hours:	Wed/Fri 9:30 to 10:00 and 11:30 to 12:30
(c)	Location:	Paul 335
(d)	Phone:	250-370-3359
(e)	Email:	<a href="mailto:bland@camosun.bc.ca">bland@camosun.bc.ca</a> (best way to contact me)

### 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.
- For the last point, see <http://webster.commnet.edu/mla/index.shtml> This is a wonderful guide to MLA style.

### 3. Required Materials

(a)	Texts	<i>Literature: Reading, Reacting, Writing</i> —ed. Kirsner, Mandell, Fertile
(b)		<i>Tape</i> by Belber <i>The Sisters Brothers</i> by Patrick Dewitt

### 4. Course Content, Submission Details, Teaching Philosophy and Timetable of Readings

**Due Dates:** All work **MUST** be submitted and is due on the dates specified. 10% will be deducted for **EACH** of the first two days a paper is late. (**Total = -20%**) After this period, the work will not be accepted. **ALL WORK MUST BE COMPLETED TO PASS THE COURSE.**

**Attendance:** It is impossible to pass this course without at least 80% attendance. Note that this has a direct and significant influence on your participation grade.

**Essay Format:** Please follow the Modern Language Association guide for essay format as found in *The College Style Sheet* by Furberg and Hopkins. These guidelines are also available on the web at a number of locations—see <http://webster.comnet.edu/mla/index.shtml> Submit **ALL** essays **TWICE**. **ONE** copy should be on paper and the **SECOND** copy should be submitted electronically as an attachment to an email. You should regularly **scan your computer** for viruses; I don't want yours.

**Plagiarism:** Plagiarism is putting someone else's PROSE OR IDEAS into your writing and not saying where you got them. You thereby imply that the other person's work is your own. This is a serious offense and will be dealt with accordingly. If you do not understand my definition please see me or go to the following Camosun website [www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html). You may be asked to sign a document clarifying that you understand what plagiarism can mean to your academic career. **AN ACT OF PLAGIARISM IS ENTERED ON YOUR PERMANENT STUDENT RECORD.**

**My Philosophy:** your academic well-being is one of my responsibilities. If you have **ANY** academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can. The following Camosun website provides a list of student services: <http://www.camosun.bc.ca>

**Participation:** You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments **OUTSIDE** of class as an indication of your participation. Your **ATTENDANCE** has a **DIRECT** influence on this grade as well.

**The use of any electronic device during class time will result in a participation grade of 0**

**Exams:** The course is divided by genre. Your midterm will be based upon poetry and drama. Your final will be weighted toward short stories and the novel. All of the dates for these exams are specified below. Each one may include short essays, recognition and short answer questions.

## 5. Basis of Student Assessment (Weighting)

### Evaluation:

There will be four to six assignments. (See note \*\*) **ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE.** This is not as horrendous as it may first appear since at least two of the tasks will be done in class:

Mid-Term Exam (Poetry and Drama)	Week Seven	25
Essay 1	Week Four	

Essay 2	Week Eight	
Essay 3	Week Twelve	
Essay 4	Last Day of Class	
2 best take-home essays 1000-1500 words (2X25)		50
Participation and in-class writing (at least six)		30
Final Exam (Exam Week)		40
<b>TOTAL</b>		<b>145</b>

### Tentative Reading List

Works will not necessarily be read in the order presented here, but you may assume that the following list **approximates** the order. **Read ahead.** Other works not listed may be brought into class.

#### Poetry (Weeks 1 to 5)

Poet	Work	Page
1. William Blake	“The Sick Rose”	792
2. William Blake	“London”	823
3. Randall Jarrell	“Death of the Ball Turret Gunner”	708
4. Wilfred Owen	“Dulce et Decorum Est”	695
5. Denise Levertov	“What Were They Like?”	591
6. William Carlos Williams	“The Red Wheelbarrow”	686
7. Various	Haiku poems	773-4
8. John Keats	“To Autumn”	854
9. Andrew Marvell	“To His Coy Mistress”	719
10. John Donne	“The Flea”	Not in Text
11. Robert Herrick	“To Virgins...”	639
12. William Shakespeare	“My Mistress’s Eyes....”	580
13. William Shakespeare	“When in Disgrace...”	763
14. William Shakespeare	“Let me not....”	880
15. Dylan Thomas	“Do Not Go Gentle...”	571
16. Robert Browning	“My Last Duchess”	624
17. Robert Browning	“Porphyria’s Lover”	640
18. Marge Piercy	“Barbie Doll”	872
19. W. H. Auden	“Musée des Beaux Arts”	815
20. Stevie Smith	“Not Waving but Drowning”	884
21. Evelyn Lau	“My Tragic Opera”	859
22. Sharon Olds	“Rite of Passage”	867

#### Drama (Weeks 6 to 8)

Ibsen	“A Doll House”	1013
Belber	<i>Tape</i>	Not in Text

## Short Story (Weeks 8 to 11)

Writer	Work	Page
1. Kate Chopin	“The Story of an Hour”	77
2. Edgar Allen Poe	“A Cask of Amontillado”	227
3. Alice Munro	“Boys and Girls”	504
4. Mavis Gallant	“The Ice Wagon Going Down the Street”	98
5. James Joyce	“Araby”	267
6. Katherine Mansfield	“Her First Ball”	129
7. William Faulkner	“A Rose for Emily”	90
8. Alistair MacLeod	“The Boat”	447
9. Flannery O’Connor	“A Good Man is Hard to Find”	280
10. Charlotte Gilman	“Yellow Wallpaper”	189

## Novel (Weeks 12 to 14)

Patrick Dewitt                      *The Sisters Brothers*

## 6. Grading System

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 at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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<b>I</b>	<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.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrolment that extends beyond one term. No more than two IP grades will be assigned for the same course.
<b>CW</b>	<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.

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### Further Evaluation Guide

As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

**F** Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

**D** Several errors in spelling, punctuation, or extensive usage issues. Subject not thoroughly discussed and/or thoroughly understood.

**C** Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

**C+** Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

**B** Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Ideas are well supported.

**A** The kind of work that might be expected at the next level. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

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