



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:	Stephanie Keane		
(b)	Office Hours:	M Tu F 1:30-2:20		
(c)	Location:	Paul 218		
(d)	Phone:	250-370-3974	Alternative Phone:	250-590-1207
(e)	Email:	KeaneS@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

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) Chalykoff, Lisa, Neta Gordon, and Paul Lumsden. *The Broadview Introduction to Literature: Concise Edition*. Peterborough: Broadview, 2015.
- (b) King, Thomas. *The Back of the Turtle*. Toronto: HarperCollins, 2014. (Available on Kindle as well: if you use the Kindle version, you are responsible for finding your place in the text during class discussion if the pages do not match. You will also not be able to have your text during the final exam.)

4. Course Content and Schedule

Introduction to Poetry, Short Stories, Drama, and Novels.

Tuesday 12:00-1:20. Ewing 344

Friday 12:00-1:20. Young 219

Week-by-week readings will be on D2L as the term progresses: we will cover some poetry every class, linked thematically to our central reading.

Roughly, we will spend September reading short stories, October reading the novel, and November reading the play.

In class work: we will often do skills exercises in-class, including narrowing a topic, developing a thesis, reading for tone, and briefly reading from several critical approaches. These exercises have no direct grades attached, but are opportunities to both practice the skills you need for your assignments and build your own critical approach to the texts.

Reading: You must have the material read before class, as you will be expected to contribute to discussion daily, and as you will not be able to take notes effectively if you do not know the material. Mark passages that you want to discuss or that you find difficult. If you want me to speak to a particular interest you have in the text but do not want to raise the point in class, email me at least 1 working day ahead of lecture and I will do my best.

Diagnostic: September 16

In-Class Essays: September 27

October 11

October 25

November 8

Research Essay: November 25

5. Basis of Student Assessment (Weighting)

- (a) Assignments: Diagnostic exercise: note-taking on and short response to discussion of first short story and thematically linked poem. 5%

4 short in-class essays (Grades kept for best 2 of 4).

You will be able to prepare an outline or single sheet of notes ahead for 2 of the 4; these two must be written by hand. You may work on a laptop in-class for the other two and send them at class end. You will lose 10% of your final grade for every one of the 4 essays you either miss or do not respond to meaningfully.

Research essay: 25%

- (b) Exam: 30%

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.