

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 161 – Section 2 Introduction to Literary Genres Winter 2017</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Janet Doherty
(b)	Office Hours:	Monday 1-3pm, Wednesday 1-3pm, or by appointment
(c)	Location:	Paul 218
(d)	Email:	DohertyJ@camosun.bc.ca
(e)	Phone:	250-370-3974
(f)	D2L link:	http://online.camosun.ca/ (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) *Gracie* by Joan MacLeod (will be in bookstore 3rd week of class)
- (d) Ticket to a performance of *Gracie* at the Belfry
- (e) Slender exercise book
- (f) *The Oxford English Dictionary* (available through Camosun library)

I have also put 4 books about writing literary essays on reserve in the library

4. List of Course Readings

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

Poems:

"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:

MacLeod *Gracie*
Wilde *The Importance of Being Earnest*

Short Stories:

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:

Steinbeck *East of Eden*

Reading schedule for even work distribution: Part 1 January 27
Part 2 February 15
Part 3 March 6
Part 4 March 27

5. Assignments and Evaluation

In-class Poetry Essay	15%	February 9
Drama Essay	20%	March 9
Short Story Essay	20%	March 28
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).
- Students who want to purchase a discounted Belfry ticket through me will need to bring 19.95 for their desired performance **next class**. I have made a group booking for both Tuesday, February 7 and Tuesday, February 14.
- Because this course emphasizes student participation and discussion, it is essential that students complete the readings ahead of class. Out of respect for the dynamics of classroom conversation, please turn off any electronic devices (computers, cell phones, etc.) during class. You are welcome to speak to me after class if this policy presents a particular difficulty for you.
- In-class essays can only be rescheduled with medical or legal documentation.
- Late papers will lose 5% per day, and they will receive a grade only.

- Write your own papers! Plagiarism is an academic offence that the college takes very seriously. 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 for details. There is also online writing help available through "Write Away" (link on Writing Centre website)

7. Janet's 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 friend'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.

9. Student Tips for Success in English 161

- This class is an opportunity to open your mind and get out of your bubble: enjoy it!
- Connect with classmates. There are chances to do that in this class, and the learning experience is way more fun.
- Prepare outlines in advance for the in-class essays.
- Try not to procrastinate.
- This class takes time. Write a first draft and then spend your time editing, especially for word choice
- This class can feel more like a discussion with friends than school work if you approach it that way. Try to leave everything else at the door, so you can just enjoy throwing out your ideas and listening to other people's ideas.
- Access the Writing Centre for support.
- Use Janet's advice and essay comments to your best advantage. She wants you to pass.
- Allow yourself quiet, uninterrupted space to do assignments.
- Spend time planning your essays. It's WAY easier than winging it, and they're the backbone of your grade.
- Just put in the work. If you come to class, listen, follow the coursepack, and hand stuff in you'll do fine.
- Don't be afraid to approach Janet for help if concepts are not making sense or if you have a question about an assignment. I waited way too long to do this, and it would have made a huge difference to my grade if I'd gone for help right away.
- Put in the time to learn because this is a teacher who really cares about you and what you have to say. Very rewarding class.