



School of Arts & Science  
ENGLISH DEPARTMENT  
ENGL 161-007  
Literary Genres  
2017 Fall  
MW 2:00pm-3:20pm  
Young 220 - Mondays  
Young 211 - Wednesdays

## 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:	Micaela Maftei
(b)	Office Hours:	Wednesday 11:30-1:30, Friday 9:00-10:00
(c)	Location:	Paul 337
(e)	Email:	<a href="mailto:MafteiM@camosun.bc.ca">MafteiM@camosun.bc.ca</a>

### 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

The following texts can be found at the Camosun College bookstore

- (a) ENGL 161 Coursepack
- (b) *The Razor's Edge* by W. Somerset Maugham
- (c) *The Cripple of Inishmaan* by Martin McDonagh

### 4. Course Content and Schedule

Week	Date	Genre	Text(s)
1	Sept 6	Intro	
2	Sept 11	Short Story	James Kelman, Annie Proulx
	Sept 13	Short Story	Alice Munro, Shirley Jackson
3	Sept 18	Short Story	Joyce Carol Oates, summary/quotation/paraphrase
	Sept 20	Short Story	Ernest Hemingway, Charlotte Perkins Gilman
4	Sept 25	Short Story	Raymond Carver, John Updike
	Sept 27	Poetry	<b>Short Story essay due</b> , Introduction to poetry, Seamus Heaney
5	Oct 2	Poetry	Sylvia Plath, Philip Larkin,
	Oct 4	Poetry	William Shakespeare, Andrew Marvell
6	Oct 9	<b>N/A</b>	<b>Thanksgiving – NO CLASS</b>
	Oct 11	Poetry	Ezra Pound, William Carlos Williams
7	Oct 16	Poetry	Margaret Atwood, Adrienne Rich
	Oct 18	Poetry	Sharon Olds, poetry catch-up
8	Oct 23	Poetry	<b>Poetry in-class essay</b>
	Oct 25	N/A	Citation styles/referencing
9	Oct 30	Drama	<i>The Cripple of Inishmaan</i>
	Nov 1	Drama	<i>The Cripple of Inishmaan</i>
10	Nov 6	Drama	<i>The Cripple of Inishmaan</i>
	Nov 8	N/A	Essay structure, flow, thesis statements
11	Nov 13	<b>N/A</b>	<b>Remembrance Day holiday – NO CLASS</b>
	Nov 15	Novel	Introduction/context to <i>The Razor's Edge</i>
12	Nov 20	Novel	<i>The Razor's Edge</i> Ch. I
	Nov 22	Novel	<i>The Razor's Edge</i> Ch. II
13	Nov 27	Novel	<i>The Razor's Edge</i> Ch. III and IV <b>Essay due</b>
	Nov 29	Novel	<i>The Razor's Edge</i> Ch. V and VI
14	Dec 4	Novel	<i>The Razor's Edge</i> end
	Dec 6	N/A	Final review and exam prep

### 5. Basis of Student Assessment (Weighting)

Assignment	Length	Deadline	Weighting
Participation	N/A	N/A	10%

Short Story Essay	1200 words	Sept. 27	15%
In-class Poetry Response	800 words	Oct 23	10%
Final Essay	2500 words	Nov. 27	20%
Individual Presentation	N/A	Varied	10%
Journals (top five entries)	N/A	N/A	10%
Final Exam	N/A	Exam period	25%

## 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		1
0-49	F		0

### Some Key Points about this Course:

- **Journals** – Students are asked to obtain a journal that can be devoted to this course. Nothing fancy is needed, but please don't use one with other notes or coursework in it. Every week, we will spend 15-20 minutes writing in them; I will provide a question or prompt, and you will be asked to use the time to explore it in your own writing. No need to offer a definitive conclusion or 'answer' to anything. Simply using writing to discover and explore your thoughts is enough. I will collect the journals in the final class (and return them at the exam) and mark the top five entries.
- **Participation** – This class depends on engaged, informed discussion. I will use a lecture format occasionally, but I expect group discussions to be a major way in which ideas about the texts are exchanged. Students are expected to have read every text before the class(es) in which we are scheduled to discuss them. Students are additionally expected to come prepared with responses, ideas, questions and opinions about the texts. Participation marks are awarded based on evident engagement with the material, not just turning up to class.
- **Presentations** – Students are asked to choose one of the four genres we'll cover, and prepare a presentation of five to seven minutes on one or more of the texts included in that genre. You should choose one element, or aspect of the text, and **not** just put together an overly broad, "Wikipedia-style" presentation. Marks for this requirement are based on your choice of topic, and how well your presentation is structured.
- **Grading** for written assignments – in a literature class, there is much room for originality. You are encouraged to develop your thinking, test out various theories or arguments, and otherwise explore various interpretations of the texts we cover. Part of the beauty of studying literature is that there isn't one right answer, and the same material can be considered in many different ways. Your written work is a space in which you can bring your creativity and originality into the discussion. Exceptional papers include a degree of 'new-ness', or difference, rather than simply meeting the length requirement and putting together a basic argument.
- As your instructor, I am a valuable resource for you. Please don't ever hesitate to get in touch by email or in person, with any question or issue, no matter how large or small. I will do my best to help, and I will put you in touch with other people or services who may be better placed to help, if necessary. Small problems during term time have a way of spiraling – if you are feeling stressed, behind, confused, or worried about something to do with this course, please get in touch as soon as possible - even just to chat.

### 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](http://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. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
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](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 the College web site in the Policy Section.