



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-161-002
Literary Genres
Winter 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Jeanne Iribarne (call me “J” or Jeanne)
(b) Office hours	Monday and Wednesday 12:30 to 1:30; Tuesday and Thursday 1:30 to 2:30 Or by appointment
(c) Location	Paul 335
(d) Phone	250-370-3359 Alternative: _____
(e) E-mail	Iribarne@camosun.bc.ca
(f) Website	See D2L

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

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) Texts

- *Course Package for English 161* (please be sure that it has my name—Iribarne--on it before purchasing)
- Miriam Toews, *All My Puny Sorrows* (any edition)
- Michel Gondry and Charlie Kaufman, *The Eternal Sunshine of the Spotless Mind: The Shooting Script* (available online or at the bookstore)
- Stephen Belber, *Tape* (any edition)

(b) Other

- PLUS, some cash to see a production at the Belfry Theatre (Jill Daum's *Forget About Tomorrow*)
- AND some printing money for the poetry booklet

4. Course Content and Schedule

Date	What We Will Cover	<u>Major Assignments</u> <u>(all due on Thurs.)</u>
Week 1 (Jan 8 to 12)	Course introductions. Storytelling: "What Happens Next?" "The Weather" (narrative structure)	
Week 2	Short Fiction - Perspective	

(Jan 15 to 19)	<p>“Orange”</p> <p>“An Afternoon”</p>	
<p>Week 3</p> <p>(Jan 22 to 26)</p>	<p>Short Fiction – Suspense and Surprise</p> <p>“A Rose for Emily”</p> <p>“The Cask of Amontillado”</p> <p>Writing focus: Writing about Literature</p> <p>Jan 22—fee deadline</p> <p>Jan 23-Feb 18--<i>Forget About Tomorrow</i> playing at The Belfry Theatre</p>	
<p>Week 4</p> <p>(Jan 29 to Feb 2)</p>	<p>Short Fiction – Techniques for the Weird</p> <p>“Bang Crunch”</p> <p>“The Flower”</p>	<p>essay 1 due</p>
<p>Week 5</p> <p>(Feb 5 to 9)</p>	<p>Poetry – The Art of Economy</p> <p>“I’m Nobody”</p> <p>“In a Station of the Metro”</p> <p>“You Fit into Me”</p> <p>“1(a)” ...and other short ones</p> <p>Poetry – Form and Symbol</p> <p>“There is a Garden in her Face”</p> <p>“My Love is Like”</p> <p>“My Mistress’ Eyes”</p> <p>“The Sick Rose”</p> <p>“Wanting”</p> <p>“somewhere I have never travelled”</p>	
<p>Week 6</p> <p>(Feb 12 to 16)</p>	<p>No classes.</p> <p>Feb 13 to 17 – Family Day and reading break</p>	
Week 7	<p>Poetry – Allusion and Illusion</p> <p>“Victoria’s Secret”</p>	

(Feb 19 to 23)	<p>“Barbie Doll”</p> <p>“Christopher Robin”</p> <p>“Musee Des Beaux Arts”</p> <p>“Landscape with the Fall of Icarus”</p> <p>“To a Friend Whose Work has Come to Triumph”</p> <p>“Icarus”</p> <p>Writing focus: What is Analysis?</p>	
<p>Week 8</p> <p>(Feb 26 to Mar 2)</p>	<p>Poetry to Drama</p> <p>“My Ledders”</p> <p>“My Last Duchess”</p> <p>“She Was Dark”</p> <p>“Tongue”</p> <p>“City of Fingers”</p> <p>“City of Addiction”</p> <p>“Four Leaf Clover”</p>	<p>midterm exam</p> <p>(in class on</p> <p>Thursday)</p>
<p>Week 9</p> <p>(Mar 5 to 9)</p>	<p>Intro to Drama</p> <p><i>Forget About Tomorrow</i></p>	<p>essay 2 due</p>
<p>Week 10</p> <p>(Mar 12 to 16)</p>	<p><i>Tape</i></p> <p><i>Krapp’s Last Tape</i></p> <p>March 14– last day to withdraw</p>	
<p>Week 11</p> <p>(Mar 19 to 23)</p>	<p><i>Eternal Sunshine of the Spotless Mind</i></p> <p>(film and screenplay)</p>	
<p>Week 12</p> <p>(Mar 26 to 30)</p>	<p>Intro to the Novel</p> <p>Writing Focus: What is an Academic Source?</p>	<p>essay 3 due</p>

	March 30 – Good Friday	
Week 13 (Apr 2 to Apr 6)	<i>All My Puny Sorrows</i> April 2 – Easter Monday	
Week 14 (Apr 9 to 13)	Finish <i>All My Puny Sorrows</i> +review Exam Period is April 16 to 24 (inclusive).	essay 4 due (last day of classes or at exam)

5. Basis of Student Assessment (Weighting)

(a) Assignments

Best 2 out of 4 essays (@ 20% each)	40%
Mid-term Exam	20%
In-class writing (unannounced)	20%
Exam (during exam period)	20%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

7.a. Important Notes & Course Policies

Important Course Policies:

1. Out of respect for the dynamics of classroom conversation, I will ask you to refrain from using electronic devices in the classroom, except to view course materials when necessary, and particularly during discussions (i.e. no cell phones and laptops during class). Please see me if this policy will present difficulties for you.
2. In-class work (such as in-class writing, exercises and exams) cannot be rescheduled without medical documentation.
3. Students who cannot pass the exams will not pass the course.

4. Assignments are due by 11:59 p.m. on the due date. I will require both an electronic and a printed copy of essays (please be sure that these are identical). So, yes, you can submit your essay at 11:59 on Thursday electronically and then submit a printed copy the next day to my office.

Late assignments will be accepted for two days after the initial due date with a penalty of 5% per day, but these assignments will receive no written comments (only a grade). After two days, late assignments will not be accepted at all. Please keep track of deadlines. Note that you are welcome to discuss your work with me at any time during office hours.

5. All the work you submit to me under your name must be your own original thoughts, ideas and words created for this course. We will cover both academic citation, which is easy, and academic honesty. Please be aware that I take this very seriously and will follow the English Department policy in cases of true plagiarism.
6. At the college level, we make an assumption of basic literacy and mechanical polish in all assignments. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas are. Also, please note that "re-writes" are not accepted except under extraordinary circumstances.
7. Your happiness and well-being as a student here are important to me and are important factors in your success. Please come see me if I can help you navigate through the college system in any way (even if the issue relates to another course).

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

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 <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.