



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of English**

**ENGL-163-001**  
**Intro to Literary Traditions**  
**Fall 2018**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

<b>(a) Instructor</b>	Christine Kirchner
<b>(b) Office hours</b>	Mondays: 3:00 pm – 4:00 pm Tuesdays: 4:00 pm – 5:00 pm ... or by appointment
<b>(c) Location</b>	Paul 226
<b>(d) Phone</b>	250-370-3329 <b>Alternative:</b>
<b>(e) E-mail</b>	kirchner@camosun.bc.ca
<b>(f) Website</b>	

**2. Intended Learning Outcomes**

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

- Reading and Writing:
  - Explain how literary traditions change with time and affect creation of new literary texts;
  - Identify different literary forms, genres, and historical periods;
  - Describe the complex variety of literary study and literature's relationship to formal, cultural, social, political and historical contexts;
  - Identify various approaches to literary texts and draw connections between different texts;
  - Debate canon formation and challenges to the canon;
  - Use critical, literary terminology;
  - Use a critical approach with appropriate language and terminology;
  - Argue for various interpretations;
  - Evaluate specific literary techniques;
  - Employ close reading and argumentation skills;
  - 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;
  - 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.
  - Evaluate secondary sources and integrate where applicable;
  - Write persuasive arguments in scholarly, academic essay format, using MLA documentation.

2. Information Literacy Skills:
  - Determine the nature and extent of the information needed.
  - Know and use 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:
  - 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:** Laurie G. Kirszner, Stephen Mandell, and Candace Fertile. *Literature: Reading, Reacting, Writing*. 2nd Canadian Edition. Toronto: Thomson/Nelson, 2007.

Jane Austen. *Pride and Prejudice*.

(b) **Other:** English 163 Fall 2018 Course Package

### 4. Course Content and Schedule

Students will read influential texts and authors that have shaped English literary traditions and continue to influence contemporary writing and broader cultural issues. Works will be studied from a variety of genres, media and periods, from the earliest literature to modern-day texts, and students will explore the relationship between literature and historical, socio-cultural, economic and/or political contexts. Critical thinking, academic reading and essay writing skills, transferable to any discipline, are developed. Works studied will vary with the instructor.

**Class Meets:** Tuesdays and Thursdays, 2:30 p.m. – 3:50 p.m. in Y 220.

#### CLASS SCHEDULE

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**Tues., Sept. 4** Course Introduction.

“The truth does not cease to exist because the world chooses to enshroud it with illusion.” This course will explore the theme of truth and illusion in both literature and film.

Introduction to the Short Story

Film: *Searching for Sugar Man*

**Thurs., Sept. 6** Read: Chapter 1, “Understanding Literature: What is Literature?” *Literature: Reading, Reacting, Writing* (text), pp. 3-9.  
 “The Short Story” Course Package (CP), pp. 8-14.

Film: *Searching for Sugar Man*

**Tues., Sept. 11** Read: Chapter 1, “Thinking Critically” (text) pp. 9-16.

Film: *Searching for Sugar Man*, cont’d.

**Thurs., Sept. 13** Read: Chapter 2, “Reading and Writing about Literature” (text) pp. 18-38.

Film: *Searching for Sugar Man*, cont’d.

**Tues., Sept. 18** Read: Chapter 3, “Reading and Writing about Fiction” (text) pp. 40-44.

“always a motive” by Dan Ross (CP), pp. 4-7.

- Thurs., Sept. 20** Read: Chapter 4, “Plot” (text) pp. 72-76.  
“The Story of an Hour” by Kate Chopin (text) pp. 76-80.  
“A Rose for Emily” by William Faulkner (text) pp. 89-98.
- Tues., Sept. 25** Read: Chapter 5, “Character” (text) pp. 118-122.  
“A&P” by John Updike (text) pp. 122-128.
- Thurs., Sept. 27** Read: Chapter 6, “Setting” (text) pp. 168-172.  
“The Yellow Wall-Paper” by Charlotte Perkins Gilman (text) pp. 189-202.  
Read: Chapter 3, pp. 44-71.
- Tues., Oct. 2** Read: Chapter 7, “Point of View” (text) pp. 211-217.  
“The Cask of Amontillado” by Edgar Allan Poe (text) pp. 227-233.  
Read: Chapter 8, “Style, Tone, and Language” (text) pp. 259-266.  
“A Good Man Is Hard to Find” by Flannery O’ Connor (text) pp. 279-293.
- Thurs., Oct. 4** Read: Chapter 9, “Symbol and Allegory” (text) pp. 302-307.  
“Young Goodman Brown” by Nathaniel Hawthorne (text) pp. 307-318.  
Discussion Questions for “Young Goodman Brown” (CP) pp. 34-35.  
“The Lottery” by Shirley Jackson (text) pp. 319-326.
- Tues., Oct. 9** Read: “Everyday Use” by Alice Walker (text) pp. 327-335.  
Discussion Questions for “Everyday Use” (CP) p. 36.
- Thurs., Oct. 11** Read: Chapter 10, “Theme” (text) pp. 350-354.  
“A Worn Path” by Eudora Welty (text) pp. 396-404.  
Film: *A Worn Path*
- Tues., Oct. 16** **Short Story Test (10%)**
- Thurs., Oct. 18** Introduction to Poetry  
Read: “Analyzing Style in Prose and Poetry” (CP) p. 40.  
“Critical Questions for Reading Poetry” (CP) p. 41.  
“Meter” (CP) pp. 42-43.  
“Terminology Associated with the Analysis and Discussion of Poetry” (CP) pp. 48-54.  
“My Papa’s Waltz” by Theodore Roethke (text) pp. 570-571 and (CP), p. 44.  
“Those Winter Sundays” by Robert Hayden: (text) p. 573 and p. 601.  
Discussion Questions for “Those Winter Sundays” (CP) pp. 46-47.
- Tues., Oct. 23** Read: “Guide for the Study of Poetry” (CP) p. 45.  
Chapter 11. “Understanding Poetry: Defining Poetry” (text) pp. 559-560.  
Chapter 11. “Reading Poetry, etc.” (text) pp. 564-567.  
“Do Not Go Gentle into That Good Night” by Dylan Thomas (text) p. 571.  
Chapter 12. “Reading and Writing about Poetry” (text) pp. 599-617.  
Chapter 13. “The Speaker in the Poem” (text) pp. 619-620.  
“My Last Duchess” by Robert Browning (text) pp. 624-626.  
Chapter 13. “The Tone of the Poem” (text) p. 632.
- Thurs., Oct. 25** Read: Chapter 14 “Word Choice” (text) pp. 657-658.  
“The Cariboo Horses” by Al Purdy (text) pp. 659-661.  
Chapter 14 “Word Order” (text) pp. 674-675.  
“One Day I Wrote Her Name upon the Strand” by Edmund Spenser  
(text) pp. 675-676.  
“anyone lived in a pretty how town” by E.E. Cummings (text) pp. 676-677.  
“Four Haiku” by Matsuo Basho (text) pp. 691-692.  
“A Valediction: Forbidding Mourning” by John Donne (text) pp. 710-711.  
“To His Coy Mistress” by Andrew Marvell (text) pp. 719-720.
- Tues., Oct. 30** **Short Story Essay (15%) is due at the beginning of class.**  
  
Read: “When, in Disgrace with Fortune and Men’s Eyes” by William Shakespeare (text) pp. 763-764.  
“Spring and All” by William Carlos Williams (text) pp. 781-782.

"Easter Wings" by George Herbert (text) pp.787-788.  
"I Wandered Lonely as a Cloud" by William Wordsworth (text) p. 897.

<b>Thurs., Nov. 1</b>	Introduction to Drama Read: "Critical Questions for Reading Plays" (CP) pp. 58-59. Chapter 24, "Staging" (text) pp. 1242-1247. <i>The Rez Sisters</i> by Tomson Highway (text) pp. 1247-1292. "A Note on <i>The Rez Sisters</i> by Tomson Highway" (CP) p. 62. Discussion Questions on <i>The Rez Sisters</i> by Tomson Highway" (CP) p. 63. "Canada, My Canada" by Tomson Highway (CP) pp. 60-61.
<b>Tues., Nov. 6</b>	<b>Poetry Test (15%)</b>
<b>Thurs., Nov. 8</b>	Read: <i>The Rez Sisters</i> , cont'd.
<b>Tues., Nov. 13</b>	Read: <i>The Rez Sisters</i> , cont'd. <b>Group Presentations on the play, <i>The Rez Sisters</i> (10% includes peer evaluation).</b>
<b>Thurs., Nov. 15</b>	<b>Group Presentations on the play, <i>The Rez Sisters</i>, cont'd.</b>
<b>Tues., Nov. 20</b>	<b>Group Presentations on the play, <i>The Rez Sisters</i>, cont'd.</b>  Introduction to the Novel Read: "Guide for the Study of Novels" (CP) pp. 66-70. <i>Pride and Prejudice</i> by Jane Austen. Discussion Questions for <i>Pride and Prejudice</i> (CP) pp. 72-73.
<b>Thurs., Nov. 22</b>	<b>Drama Essay (20%) is due at the beginning of class.</b>  <i>Pride and Prejudice</i> , cont'd.
<b>Tues., Nov. 27</b>	<i>Pride and Prejudice</i> , cont'd.
<b>Thurs., Nov. 29</b>	<i>Pride and Prejudice</i> , cont'd.
<b>Tues., Dec. 4</b>	<i>Pride and Prejudice</i> , cont'd.
<b>Thurs., Dec. 6</b>	<i>Pride and Prejudice</i> , cont'd.  Last class of the course.

\* **Mon., Dec. 10** **Novel Essay (20%) is due in my office, Paul 226, by 5:30 p.m.**

## 5. Basis of Student Assessment (Weighting)

### Evaluation:

Your final grade will be determined as follows:

- Short Story Test (10%) **Tues., Oct. 16.**
- Short Story Essay (15%) **Due Tues., Oct. 30.**
- Poetry Test (15%) **Tues., Nov. 6.**
- Group Presentation on the play, *The Rez Sisters* (10% includes peer evaluation). **Tues., Nov. 13;**  
**Thurs., Nov. 15; and Tues., Nov. 20.**
- Drama Essay (20%) **Due Thurs., Nov. 22.**
- Novel Essay (20%) **Due Mon., Dec. 10.**
- In-class participation (10%) **on-going.**

## Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.
- iii. **No cell phones, laptops, or other electronic devices are permitted during class without permission.** If you cannot comply with this regulation, you will be asked to leave the class. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.
- iv. The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; and paraphrasing that too closely resembles the original in either form or content.

## Participation During In-Class Discussions:

Studying what others have written is not like doing arithmetic, a calculation done in private, deriving an answer which, if correct, will agree exactly with the answers of others. The study of literature is a **conversation** which has been carried on for centuries, and which should continue with each student as he or she reads: underlining, questioning, responding, imagining, thinking, feeling, “conversing” with the writer while the student writes notes, essays, or exams, or as he or she talks with others about the readings. The classroom is an important setting for this conversation to take place. Students often find that their interpretation is somewhat different from that arrived at in class; this is not wrong, but exactly what should happen. Each of us brings a unique experience, mind, and sensibility to what we read, so the class’s interpretation(s)—the refined combination of many people’s ideas and insights—should be larger and richer than any individual’s. The achievement of such breadth, depth, and richness is one of the important values of class discussion, and one of the reasons participation in discussions is not simply something a student might elect to do, but rather it is a student’s responsibility.

Learning is not passive, but active; we learn by doing: reading, thinking (analyzing, synthesizing, questioning), writing, and talking. The classroom should be a laboratory of ideas, a place in which both students and instructor test and deepen their insights by speaking them out loud, countering, qualifying, or extending the insights of others, that is, carrying on, in the classroom, the centuries-old conversation about literature and its ordering of human experience. Therefore, **all** students in this course are expected to participate in class discussion throughout the semester. Your participation will be noted, and eventually credited toward your grade. Obviously, to participate, you must attend class.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

## B. 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.