



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL 161-002
Literary Genres
Summer 2019

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:	Michael Stewart
(b)	Office Hours:	By appointment, M-Th
(c)	Location:	Paul Building, Rm 330
(d)	Phone:	250-370-3357
(e)	Email:	stewartm@camosun.bc.ca (This is the best way to contact me)

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

The Broadview Introduction to Literature: Concise Edition. Edited by Lisa Chalykoff, Neta Gordon and Paul Lumsden. Broadview, 2015.

Chariandy, David. *Brother.* McClelland and Stewart, 2017.

Additional readings and materials available on D2L

4. Course Content and Schedule

Mondays and Wednesdays, 8:30 – 11:20, Wilna Thomas Building, Room 103

All numbers refer to pagination in the Broadview Anthology. D2L indicates a reading will be found on D2L. **Students are responsible for printing out readings and bringing them to class.**

July 3 – Course welcome and introduction to close reading

"Butterflies," Patricia Grace (Handout)

July 8 – Poetry: Metre, rhyme, assonance and consonance

"The Passionate Shepherd to His Love," Christopher Marlowe (489)
 [My Mistress' Eyes Are Nothing Like the Sun] William Shakespeare (493)
 [Because I Could Not Stop for Death], Emily Dickinson (593)
 "Ode on a Grecian Urn," John Keats (560)
 "Blank Sonnet," George Elliott Clarke (771)

July 10 – Poetry: Voice, Speaker, Address

"My Last Duchess," Robert Browning (582)
 "My Leadders," Louise Bernice Halfe (D2L)
 "Theme for English B," Langston Hughes (D2L)
 "Daddy," Sylvia Plath (704)

July 15 – Poetry: Imagery, metaphor, figurative language

"The Red Wheelbarrow," William Carlos Williams (632)
 "The Cree Word for a Body Like Mine is Weesageechak," Billy-Ray Belcourt (D2L)
 [Spring darkness is forgiving. It doesn't descend], Dionne Brand (758)
 "The Cinnamon Peeler," Michael Ondaatje (730)
 "Blues," b.p. Nichol (737)

July 17 – TBA

July 22 – Introduction to the short story

"A Good Man is Hard to Find," Flannery O'Connor (90)
 "Araby," James Joyce (53)
 "The Ones Who Walk Away from Omelas," Ursula K. Le Guin (105)

Poetry Infographic due

July 24 – Short stories, continued

"Sealed Off," Eileen Chang (D2L)

"Terminal Avenue," Eden Robinson (202)

July 29 – Short stories, continued

"Goodbye, Snauq," Lee Maracle (D2L)

"Cat Person," Kristen Roupenian (D2L)

July 31 – Poetry and short fiction midterm (20%)**Aug 5 – Introduction to the novel***Brother*, David Chariandy**Aug 7 – *Brother*, continued****Aug 12 – *Brother*, continued****Introduction to Drama***A Doll's House*, Henrik Ibsen (237)**Aug 14 – *A Doll's House*, continued****Literary Essay on *Brother* due (20%)****Aug 16 – *A Doll's House*, continued*****A Doll's House* dramaturgy assignment due Aug 20 (20%)****5. Basis of Student Assessment (Weighting)**

Assignment	Deadline	Weighting
Poetry infographic	July 22	10%
Poetry and Short Fiction Midterm	July 31	20%
Essay on <i>Brother</i> (1500 words)	Aug 14	20%
Dramaturgy Assignment	Aug 20	20%
Content quizzes	There will be time, there will be time / To prepare a face to meet the faces that you meet	5%
In-class writing assignments (Best three of four x 5%)	Gazing up into the darkness I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger.	15%
Class Participation and Discussion	love is a moontime teaching / is your kookum's crooked smile when you pick up the phone	10%

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Additional Comments

- All readings must be completed **before the class assigned to them**. Bring the readings with you to class. **Bring the readings with you to class.**
- **Participation is worth a hefty 10%**, so please bring your brilliant ideas and observations to class too. Attending class, preparing well and bringing an inquisitive, generous and energetic spirit not only shows all of us you respect the learning environment, it will put you in a great position to succeed on the assignments. This will be the easiest 10% you make all year so make the most of it. And, of course, the more we participate, the more fun we all will have. It will be so much fun I can't stand it.
- **An (important) note on attendance.** This course is not comprised simply of assignments to check off. It also includes a number of classroom hours (just under 40, in fact) where you are expected to listen, digest and reflect on the knowledge we all bring to the learning experience. When you miss a class, not only do you miss out on the material, your colleagues miss out on your contributions and receptiveness.

Obviously, you all have lives outside of this classroom and the unexpected waits for us all. **I promise I will meet any note that you must miss a class with compassion and accommodation.** That said, to reflect the importance of attendance, **I reserve the right to refuse any assignments by a student with more than 25% (i.e. three) unexcused absences.**

- **Start working right away.** Life comes at you fast. And by life, I mean deadlines. Don't procrastinate, do the readings and don't underestimate how long an assignment will take. If you get a disappointing grade on an early assignment, make adjustments – don't assume the same level of work will get you a better mark later. Spoiler: it won't.
- **Deadlines:** Deadlines are organized to facilitate marking and returning papers in a timely manner, and to give you the greatest benefit from feedback for future assignments. They also establish that I am a human, with a life, and give me some surety around which I may organize this life.

However, **there are no late penalties for this class.** This is to recognize that you, too, are humans with lives, and that sometimes those get in the way of coursework. I want to give you the best chance to succeed in the course, but please respect the above.

Late work may not be handed back in a timely manner, and it will not receive feedback, but it will be accepted without penalty and question.

(IMPORTANT EXCEPTION: No work can be accepted after June 24.)

- **Submit assignments over D2L Dropbox or in person, on paper from trees.** Do not email me assignments.
- Smartphones and laptops can be a powerful learning tool (and I make use of them in class occasionally myself). But they need not be within arm's reach at all times. As a courtesy to everyone else in the class, **please keep all electronic devices off your desk (and laps) unless immediately in use**—and pay attention to whoever is speaking.
- Any submission of work that is not the student's or work that is not appropriately attributed to the original source constitutes plagiarism. **The college considers plagiarism a serious offence** and any attempt to deceive the instructor with plagiarized work will be met with serious consequences, which will at a minimum include a zero on the assignment and could include an F in the course.
- **Make use of my office hours and email.** It is my sincere hope that we can work together to become better writers and thinkers. A 5-10 minute chat in my office about a paper, an essay or a topic can do wonders. If you are unclear about assignments, about a grade, about anything, visit my office hours or write me a

thoughtful email. This will not only help your grade it will help me become a better teacher.

- Any student who faces challenges **securing their food or housing** and believes this may affect their performance in the course is urged to contact the appropriate Camosun services (listed below) for support. If you are comfortable in doing so, please notify me of any challenges you're facing. This will enable me to accommodate your challenge and provide any support I am able.

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.