



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-161-002
Literary Genres
Winter 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	Dr. Candace Fertile (call me Candace)
(b) Office hours	MW 10:00-11:00 and W 2:30-3:30 or by appointment
(c) Location	Paul 337
(d) Phone	250.370.3354 Alternative:
(e) E-mail	fertile@camosun.bc.ca (best way to reach me)
(f) Website	

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

Literature: Reading, Reacting, Writing edited by Kirsznner et al., 2nd Canadian edition, Thomson Nelson

All My Puny Sorrows by Miriam Toews

(Both books are available in the Camosun bookstore, and the library has some copies. It is important that you have a hard copy of the literature with you in class.)

(b) Other: a college level dictionary (I use the *Oxford Canadian Dictionary*) hard copy or online

Please note that students should achieve at least 50% on in-class work and complete all assignments in order to pass the course. I expect that out-of-class assignments may show a higher level of writing skill than in-class work, but a significant difference may indicate inappropriate help and that will not be tolerated. Save all your rough work (whether hard copy or on a computer) in case I ask to see it.

4. Course Content and Schedule (subject to slight changes)

The numbers refer to the pages in *Literature: Reading, Writing, Reacting*. All selections except *All My Puny Sorrows* are in *Literature: Reading, Writing, Reacting*. Reading must be done before the class in which the selections are to be discussed. And you need to have a hard copy of what we are discussing in front of you in class.

January 7 Introduction to the course

January 9

Chopin "The Story of an Hour" (77-79)

Chapter One (3-17)

Chapter Two (18-38)

January 14

Thien "Simple Recipes" (45-52)

Chapter Three (40-71)

Chapter Four (72-77)

January 16

Faulkner "A Rose for Emily" (90-97)

Chapter Five (119-122)
Findley “Stones” (135-149)

January 21
Chapter Six (168-173)
Ross “A Field of Wheat” (173-180)
Chapter Seven (211-217)
King “Borders” (218-226)

January 23
Poe “The Cask of Amontillado” (227-233)
Chapter Eight (259-266)
Hemingway “Soldier’s Home” (273-278)

January 28
Chapter Nine (302-307)
“The Lottery” (318-325)

January 30
Chapter Ten (350-354)
Walker “Everyday Use” (326-334)

February 4 FIRST ESSAY DUE (short story)

February 4-March 6 (note—no classes Feb. 18-22)
Poetry (at the end of each class, I’ll let you know what to read for the next class)
Chapter Eleven (565-567) and Chapter Twelve (599-617) and please note that throughout the chapters on poetry (11-19), you will find useful information on many topics.
Shakespeare [That time of year] (561)
Auden [Stop all the clocks] (582)
Pound “In a Station of the Metro” (687)
Williams “The Red Wheelbarrow” (686)
Nichol “Blues” (788)
Cummings “l(a)” (564)
Marvell “To His Coy Mistress” (719)
Owen “Dulce et Decorum Est” (695)
Browning “My Last Duchess” (624)
Wordsworth “I Wandered Lonely as a Cloud” (897)
Marlowe “The Passionate Shepherd to His Love” (578)
Raleigh “The Nymph’s Reply” (579)
Mirikitani “Suicide Note” (630)
Auden “The Unknown Citizen” (645)
Dumont “The Devil’s Language” (650)
Housman “To an Athlete Dying Young” (677)
Atwood “Death of a Young Son by Drowning” (702)
Purdy “Lament for the Dorsets” (715)
Dickinson [Because I could not stop for Death] (737)

Livesay “Bartok and the Geranium” (792)
Nowlan “The Bull Moose” (811)
Auden “Musée des Beaux Arts” (815)
Atwood “The Animals in That Country” (821)
Donne “Death Be Not Proud” (830)
Hughes “Theme for English B” (849)
Lau “My Tragic Opera” (859)

March 6 SECOND ESSAY DUE (poetry)

March 11-20
All My Puny Sorrows

March 25-April 10
Hamlet (1093-1193)

April 1 THIRD ESSAY DUE *essay due on *All My Puny Sorrows* (or you may hand it in on April 8, but no comments will be made on paper)

5. Basis of Student Assessment (Weighting)

20% essay (1000-1250 words; due at the beginning of class on February 4)

20% essay (1000-1250 words; due at the beginning of class on March 6)

20% essay (1000-1250 words; due at the beginning of class on April 1)

15% pop quizzes and participation (attendance counts)

25% final exam (covers entire course, includes an essay)

Please note: a satisfactory level of written English done in-class must be demonstrated in order to receive a passing grade in the course.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

will be suggested throughout course as needed

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.

Further Information

1. It is important that students read all the assigned material, complete all writing projects, and attend classes.
2. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. You must also send me your essay in .doc or .docx by email by the beginning of the class. Extensions will be granted only at the discretion of the instructor. Late work gets zero. If deadlines are missed, there is no such thing as a late penalty. I do not accept late work. Absences documented by a note from a doctor will be dealt with individually. If you are struggling with time management, please come and talk to me before your work is due. If you have a family emergency, let me know as soon as you can if it may affect your ability to submit material on time and we can discuss possibilities.
3. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero. I also send a memo documenting the plagiarism to the Dean of Arts and Science. While you are permitted to consult with the Writing Centre, WriteAway, and the English Help Centre, you are not permitted to have anyone edit or proofread your paper (whether paid or volunteer). To do so constitutes plagiarism. If you have any questions about this matter, do not hesitate to ask me. We will cover documentation in the class, and the Camosun Library has excellent information on documentation. If in doubt, document the source. Wikipedia is not an acceptable source for college papers.
4. The more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Or write in the margins of your book, if you choose. Look up unfamiliar words or words that do not make sense to you in the context.

5. If you miss a class, you must get notes from another student. If you have missed a class and get notes from another student and have questions about the material, then please come see me. I cannot reproduce a missed class, but I will try to help you. My office hours are for students. Just drop by. You do not need an appointment. For an instructor's perspective on missed classes, please see Tom Wayman's "Did I Miss Anything?" (892-3).
6. As a courtesy to everyone else in the class, please turn off all devices (cell phones, laptops etc.) unless you have the assigned reading material on a device. In that case, please let me know in advance. Students using devices in class for anything other than classwork will be asked to stop. Repeat offenders will have to leave. Also please do not bring smelly or noisy food to eat in the class. And please be on time.
7. The Centre for Accessible Learning (CAL) assists students with documented disabilities. If you are registered with the CAL, you will be given a letter to pass on to your instructor(s). This letter identifies the types of help to which you are entitled.
Email: <http://camosun.ca/services/accessible-learning/>
8. Extra help is available online. See the Camosun Library website, for information on all aspects of writing: <<http://camosun.ca/services/library/>> or the Camosun Writing Centre <<http://camosun.ca/services/writing-centre/appointments.html>>. Students can submit essays to WriteAway <<http://writeaway.ca/connect.php>> online and receive feedback from trained tutors. Also see the Purdue University Online Writing Lab: <<https://owl.english.purdue.edu/>>.
9. Save your work. Make sure you save your writing as you go along. Use a flash drive or the cloud or you can email the work to yourself. Keep all marked work. You will need it.
10. The best way to contact me apart from talking to me in class is to email me. I check email once a day and will reply within 24 hours except on weekends. Please put your course (English 161) in the subject line and include your name (first and last) if it's not clear from your email address. Otherwise, I'm likely to delete it. Also make sure the College has your current email address.
11. Organization and time management are important for success. A basic guideline for college courses is that for every hour of class, students have at least two hours of preparation/work. English courses tend to be labour-intensive because of all the reading and writing.
12. All essays done outside of class must be submitted in proper manuscript format: for example, double-space, use 1" margins on all sides, use an ordinary font (Times New Roman) with a 12 pitch size, staple the pages together in upper left corner, number the pages in the top right-hand corner (except for title page), and do not use a folder or cover. Put your title, your name, the class and section, the date, and my name on the title page. If you do not want to use a title page, put all the relevant information on the top of the first page of the essay. Put the word count at the end of the essay. And keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be treated as a plagiarized paper.
13. Evidence in the form of quotations must be given and must be properly formatted. If the parenthetical reference comes at the end of your sentence, the period is after the page reference. Quotations must fit grammatically into your sentence. Use square brackets for minimal changes. Use the ellipsis sparingly to show that something has been left out. You should use at least as many words as are in the quotation to explain it, and you must introduce the quotation. In general, do not end a paragraph with a quotation, especially a long one. Prose quotations of more than four lines must be formatted using indented or block quotations. Continue to double-space, and include quotation marks only if the original text has them. Put the period before the

parenthetical citation. For prose quotations, use the page number(s). For poetry quotations, use the line number(s).

NOTE: ANY ESSAY (apart from those done in exam situation) LACKING QUOTATIONS FROM THE PRIMARY LITERATURE WILL FAIL.

14. MLA Format: We will cover MLA (Modern Language Association) documentation in class (the text is out-of-date on the latest MLA guidelines). Extra help is available online.

The Camosun library has excellent information on MLA documentation on its website.

<http://camosun.ca.libguides.com/mla>

15. The overall work load is considerable. English 161 has a great deal of reading and writing. You need time for both activities. A general guideline for college courses is at least two hours of preparation for each hour of class time, and English courses may take much more depending on individual skill levels.

Grades and Their Meaning:

A range—superior level of achievement—a paper worth consulting
good insight into material with detailed, significant discussion
effective organisation for paper's purpose
fluent, error-free expression

B range—high level of achievement—a paper worth keeping
competent treatment of material with full but not as detailed a discussion as A
organisation contributes to sense but lacks effectiveness of an A paper
free of common errors

C+ a little above satisfactory—a paper worth doing
sound content, somewhat mechanical organisation
may have one or two serious errors in expression

C satisfactory
acceptable but commonplace content adequately supported
coherent but mechanical organisation
sometimes confusing expression because of errors

D minimum level to achieve credit—a paper worth rewriting
limited content with weak support
organisation may be confusing
numerous errors in expression that hinder communication

F unsatisfactory—a failing paper--inadequate or inaccurate content with limited
or no support; numerous errors that prevent communication

First Essay Due: February 4 at the beginning of class—no late papers!

Length: 1000-1250 words (put word count at end of essay)

Choose one of the following topics and write a clearly organized essay in which you use quotations from the stories to back up your argument. Include a Works Cited at the end of the essay. You need not use a whole separate page for the Works Cited. If you use secondary sources, make sure you find a balance in the sources (for example, do not rely on only one critic's opinion). Please note that some of these choices include stories that we are not discussing in class. Use MLA documentation and format. Use double-spacing, 12 point font, margins, and indented paragraphs (Tab key). Use complete sentences. Introduce, integrate and explain quotations. Generally avoid ending a paragraph with a quotation. A helpful strategy for a comparison (and it's understood that a comparison paper includes contrast) paper is to develop a series of points about both or all the stories as you go along rather than having separate sections of the paper for each story. So you are discussing both or all the stories as you go along. Also a comparison essay is not simply a list of similarities and differences. The purpose of comparing is to come to a new understanding of the material, so you must consider meaning.

1. Compare and contrast the parent-child relationship in "Stones" and "The Rocking-Horse Winner" (369-381).
2. Compare and contrast "A Field of Wheat" and "A Garden of Her Own" (202-209) in terms of marriage.
3. Compare and contrast "Stones," "Soldier's Home," and "The Things They Carried" (528-541) in terms of war.
4. Compare and contrast Ben in "Stones" and Sarty in "Barn Burning" (234-247).
5. You may devise your own topic, but it must be a comparison involving two or three short stories (one of which is one we have not discussed in class if you choose two stories) from the anthology, and the topic must be approved by me by January 28 by email or in person. Do not hand in an essay on an unapproved topic.

Please note: I am happy to discuss your topics with you. Just come see me. I won't tell you what to think or write—that's your job. But often I can help you figure out what you want to write and how to develop the essay by having a conversation with you about your ideas. It's a pleasure to discuss ideas in class (that's kind of the point) and it's equally pleasurable to discuss them individually with you. I think I have the best job in the world, and I want to share my enthusiasm for literature with you.

Participation in class includes answering questions, asking questions, commenting on others' ideas, offering your own ideas, and in general contributing to shared activity of seeking and developing perceptions and knowledge. Human beings are fascinating. Literature explores human beings.

Essay Guidelines

1. You have to say something in your essay, and you have to organize what you are saying. I don't have to agree with you, but you need to make sense and support your argument.
2. Overall, the essay needs a beginning, a middle, and an end. An essay of 1000-1250 words needs an introduction (one paragraph), a body (two-five paragraphs), and a conclusion (one paragraph). The paragraphs must be in an order; they are not interchangeable. Organize your material. How you organize it will be a choice in part dependent on what you want to say. But the sentences should follow one another logically as should the paragraphs. If they don't, the essay lacks coherence. Paragraphs should be roughly balanced in importance.
3. A paragraph in an academic paper is usually more than one sentence. The sentences in a paragraph must be in a particular order. You should not be able to rearrange them without wrecking the paragraph.
4. The introduction and conclusion are not the same.
5. Indent paragraphs (use Tab key). And provide transitions (can be as simple as one word). The indentation shows that you are changing topics; the transitions reinforce the smooth movement of ideas (your argument). Remember that the reader cannot see what is going on in your head. The reader just has the words on the page.
6. The introduction should not make sweeping statements. Focus. If you mention the author(s) and title(s) in the first sentence, you are less likely to waste space.
7. The first time you mention an author you use the full name. Subsequent references require only the last name. Do not use a title; use just the name.
8. Title your essay appropriately. Do not underline your title or put it in quotation marks or italics. Capitalize the first letters of main words. Do not put a period at the end.
9. Use correct format: a sloppy paper is disrespectful to your reader and your own work.
10. Write complete sentences. Avoid comma splices and run-on sentences.
11. Try to write in the active voice unless the passive is necessary.
12. Do not rely solely on a spell check program. Use a dictionary. If you use a thesaurus, check the selected word in a dictionary.
13. If you can eliminate a word, phrase, or sentence, do so. Don't waste space or the time of your reader with filler. (It helps to put the paper away for a while before proofreading.) Avoid clichés.
14. Make subjects agree with verbs, and make pronouns agree with antecedents. It is becoming more acceptable to move from a singular noun to a plural pronoun but it's also possible to avoid the issue in many cases by making the subject plural. Language changes.
15. Use the correct case of the pronoun.
16. Put modifiers close to what they modify.
17. Check the punctuation.
18. Check your diction (word choice). It should be appropriate for your topic and audience. It may be useful to think of the other members of the class as your audience. Therefore, imagine you are writing for intelligent, interested people who are not necessarily experts in the field. If you use a technical term, explain it.
19. Avoid sarcasm, slang, and sexist language. Plurals help eliminate gendered pronouns.
20. Use examples if they will help the reader to understand your point, and don't be afraid to say "For example . . ."
21. You don't need to say "I think." If something isn't what you think, you must identify the source. Don't use "you" or "one."