CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-161-005
Literary Genres
Fall 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**	Heidi Tiedemann Darroch
(b)	**Office hours**	Tuesday 10-12 and Thursday 5-6, or by appointment
(c)	**Location**	Paul 331
(d)	**Phone**	TBA **Alternative:**
(e)	**E-mail**	DarrochH@camosun.bc.ca
(f)	**Website**	D2L course page for ENGL 161-004

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 studies (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. <u>Information Literacy Skills:</u>
   - 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. <u>Discussion/Reflection:</u>
   - 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
The Broadview Introduction to Literature: Short Fiction. Second Edition.

David Chariandy's *Brother*

Kevin Loring's *Where the Blood Mixes*

(b) A good paperback dictionary for use during in-class assignments

4. Course Content and Schedule

September 5	Introduction to the course Short fiction Kate Chopin's "The Story of an Hour" (26-28) and written response
September 12	Edith Wharton's "Atrophy" (26-28) Susan Glaspell's "A Jury of Her Peers" (online access via Broadview login, or online link via D2L: http://www.english.unt.edu/~simpkins/Jury.pdf) In class: *Trifles* excerpt and clips from Heckel's film adaptation of *A Jury of Her Peers* https://www.youtube.com/watch?v=zGJTHi0rliA
September 19	James Joyce's "Araby" (54-59) Madeleine Thien's "Simple Recipes" (337-345) David Bezmozgis's "Tapka" (312-323)
September 26	"Short Fiction" (1-16) Emma Donoghue's "Seven Pictures Not Taken" (296-300) Haruki Murakami's "On Seeing the 100% Perfect Girl One Beautiful April Morning" (207-211)
October 3	Ursula K. LeGuin's "The Ones Who Walk Away from Omelas" (127-132) Alice Munro's "Child's Play" (handout)
October 10	Leanne Betasamosake Simpson's "Big Water" (308-311) **Short story test (75 minutes; 15%)**
October 17	Kevin Loring's *Where the Blood Mixes*

October 24	David Chariandy's *Brother*
October 31	David Chariandy's *Brother*
November 7	**In-class essay on the play or the novel (75 minutes; 15%)** Introduction to poetry Wilfred Owen's "Anthem for Doomed Youth" (https://www.poetryfoundation.org/poems/47393/anthem-for-doomed-youth) Geoffrey Hill's "September Song" (https://www.poetryfoundation.org/poems/48459/september-song)
November 14	Emily Dickinson's "'Hope' is the thing with feathers" (https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314) and "My life had stood — a Loaded Gun" (https://www.poetryfoundation.org/poems/52737/my-life-had-stood-a-loaded-gun-764) Joy Harjo's "Perhaps the World Ends Here" (https://www.poetryfoundation.org/poems/49622/perhaps-the-world-ends-here) and "How to Write a Poem in a Time of War" (https://www.poetryfoundation.org/poetrymagazine/poems/143934/how-to-write-a-poem-in-a-time-of-war) Preparation for the group presentations
November 21	**Introductory paragraph for the essay due (5%)** **Poetry group presentations** (www.poetryfoundation.org) John Keats's "When I Have Fears That I May Cease to Be" William Wordsworth's "I Wandered Lonely as a Cloud" Seamus Heaney's "Blackberry-Picking" Philip Larkin's "An Arundel Tomb"
November 28	**Poetry group presentations** Elizabeth Bishop's "One Art" Margaret Atwood's "Marrying the Hangman" Peer review of the literary analysis essay
December 5	**Literary analysis essay due (25%)** Term review and preparation for the final examination, which will be held during the examination period (December 9-17)

5. Basis of Student Assessment (Weighting)

(a) Assignments

Short story test: 15%

In-class essay on the play or novel (75 minutes; 600-800 words): 15%

Poetry group presentation (handout and 15 minute presentation, including reading the poem out loud): 10%

Introductory paragraph of essay (150-200 words): 5%

Literary analysis essay (1000-1250 words): 20%

(b) Class engagement, including discussion, in-class writing, and peer review exercises

(c) Final exam: 25% (during the December 9-17 examination period)

Welcome! I look forward to working with all of you this term.

I will provide an inclusive and respectful learning environment that supports diverse needs:
- I will offer a respectful response to the ideas you express verbally and in writing
- I will strive to offer classes that are productive, interesting, and useful
- I will supply feedback to help you develop your academic reading, writing, and research proficiency
- I will be available for individual consultations during office hours, or by appointment, and I encourage you to see me to discuss the course readings and your writing
- I will be accessible via email to answer brief questions or to set up appointments (extended discussions, and all grading discussions, are more manageable in person)
- I welcome the participation of students with diverse learning needs: please let me know how I can help support your learning

I expect from you:
- Consistent attendance (please contact me if you are absent for more than one class due to illness or personal concerns; be aware that you are responsible for making up missed classes, including by reviewing D2L materials)
- Careful preparation: completing readings and assigned homework before class; bringing the text to class
- Thoughtful engagement in class activities
- The use of technology **only** for the purpose of supporting your learning in class
- Respectful conduct toward the class, including willingness to be open to diverse opinions and views and to respond thoughtfully

Completion and submission of course assignments:

- Completion of all assignments worth 10% or more is **mandatory** in order to successfully complete the course
- In class we will review Camosun's academic honesty policies, which include the following expectations:
    - All of the writing that you submit for grading was composed by you
    - Each of your writing submissions is original work produced for this course and not previously (or subsequently) submitted for credit in another course
    - Any uses of the words or ideas of other people have been acknowledged, including instances where their ideas have been put in your own words
- Assignment completed at home will be submitted via the course D2L page using the Assignments feature; a .doc/.docx file submission is required (a free Office 365 subscription is available: http://camosun.ca/services/its/other-services.html)
- Requests for extensions or make-up assignments due to illness or other personal circumstances must be sent via email and as soon as feasible; please be prepared to document your request with medical or other supporting material
- Unexcused late assignments will be penalized at the rate of 5% per day for one week; after 1 week, assignments will receive a mark (-25%) but no comments
- Please retain a copy of all of your assignments, including graded assignments

6. Grading System
(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

| X | Standard Grading System (GPA)

☐ Competency Based Grading System

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

The Writing Centre provides support in preparing your course assignments and can work with you at any stage of your writing process. http://camosun.ca/services/writing-centre/

The English Help Centre in Ewing 202 provides support for multilingual students. (http://camosun.ca/services/help-centres/100-level.html#eld)

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	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.