



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

**ENGL-161-D03**  
**Literary Genres**  
**Fall 2019**

## **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**

(a) Instructor	Raj Mehta
(b) Office hours	Tuesday & Thursday, 1-2pm
(c) Location	Paul 318
(d) Phone	3328 <b>Alternative:</b>
(e) E-mail	Use the D2L internal email (my regular email is: mehta@camosun.bc.ca)
(f) Website	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

1. *The Norton Introduction to Literature*, Shorter 13<sup>th</sup> Ed.
2. *Green Grass, Running Water*, Thomas King

### 4. Course Content and Schedule

Course Schedule posted online

### 5. Basis of Student Assessment (Weighting)

(a) Assignments

<u>Assessment</u>		<u>Weighting</u>
Genre Quizzes (3@5%)		15%
Short Fiction Quizzes (5@5%)		25%
Poetry Quizzes (2@5%)		10%
Midterm Test (Drama)		10%
Final Essay		15%
Final Exam (Online students will be required to write the Final Exam ON CAMPUS)	TBA	25%

(b) Quizzes  
See above.

(c) Exams  
See above:  
Midterm (online)  
Final Exam (on campus)

(d) Other (e.g. Project, Attendance, Group Work)

## 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.

Course Policy

## Grading and Assignments

Assignments are to be uploaded in .pdf format. I cannot access documents in Pages (Apple) format since the default platform here at Camosun is Windows. For those of you using Pages, export (under File menu in Pages) to Word format.

Assignments are due on the dates/times specified. No late assignments are accepted save for verifiable medical emergencies - and this goes for the quizzes as well - there are no make-up options. Note that problems with online access, software and printing will NOT be accepted as reasons for granting extensions.

Note too that the deadline is 11:30PM of the day an assignment is due – *except for the Midterm, due by 9pm October 28th, and the Final Exam as this is written on campus (TBA).*

All assignments are to be submitted in 12-point, Times New Roman. Submissions must follow MLA style.

You must complete ALL assignments to earn a "C" or higher in this course. Student who do not complete the required work - even if they average above a "C" grade, will only receive a "C".

There are issues with how I insert comments on your uploaded assignments. This is in part because of compatibility issues between platforms and versions of software, but also because there is no set standard for formatting or inserting comments online. As such, please note that my comments are usually itemized in the comment box of submitted assignments. So there is some uniformity in the nature of my criticisms I use a grading rubric. This is really not ideal - but given that I am not grading submission on paper, this approach seems the best tack. If you desire further feedback, arrange to bring a hard copy of your assignment to me and we can go over things that way. I usually take one to two weeks to complete the grading. To see your feedback, go to the Dropbox where you uploaded your assignments.

### Essay Grades:

We presume correctness and fluency in your writing. Your instructor evaluates essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style.

Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable excellence. **There is no difference in other words, between an 'A' and a 'B' paper save on matters of content.** Both are free of sentence-level issues. **This is not a grammar course** – again, we assume mechanical correctness in your writing. This might come as a shock to some students - especially say for those for whom English is a second, third or fourth language. I am willing to help those students of course - we can go over things and work on sentence mechanics together, but the grading criteria are nonetheless what is outlined here. If you make sentence mistakes, you should not expect B or A grades in this course.

Grades are administered as letter grades only. A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

### **Academic Honesty**

In cases of academic misconduct, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity. In addition to plagiarism, academic dishonesty include but are not limited to:

Cheating: Copying from another student or using unauthorized aids or persons during an examination.

Falsification: Making up fictitious information and presenting it as factual or altering records for the purpose of misrepresentation.

Facilitation: Helping another student to cheat, plagiarize, or falsify.

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, etc. A simple listing of books, articles, and websites is not sufficient.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or common knowledge. What constitutes common knowledge can sometimes be unclear; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." If in doubt, provide the citation(s).

To avoid plagiarism, put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, an interview, an encyclopedia, a CD, a movie, etc., completely rewrite—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, and also give an in-text citation for that paraphrased information

give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite) give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited list (using MLA or APA conventions) at the end of their essay, providing full bibliographic information for every source cited in their essay.

**E-mail:**

When contacting me via e-mail, be sure to use the internal D2L email system. I reserve my regular Camosun email for my face-to-face students. I try to respond to messages in a timely fashion, but since I receive dozens of messages each day, I ask that you use e-mail prudently and expect at least 48 hours for a reply. I usually do not respond to emails at the end of the day or on weekends.

Here are some guidelines:

DO NOT EMAIL essays – post them to ‘Assignments’.