



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-163-002
Intro to Literary Traditions
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	Laurie Elmquist		
(b) Office hours	Tues. and Thurs. 10:00 – 11:00		
(c) Location	Fisher 302		
(d) Phone	250-370-3355	Alternative:	
(e) E-mail	elmquist@camosun.ca		
(f) Website			

2. Intended Learning Outcomes

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

1. 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: The Penguin Anthology of Canadian Humour by Will Ferguson, Diary of a Wimpy Kid: The Long Haul by Jeff Kinney, Trickster Drift by Eden Robinson, and Bossypants by Tina Fey.

(b) Other: All class materials (schedule, assignments, and notes) are available on the D2L site.

4. Course Content and Schedule

Dates	Activities	
<p>Week One</p> <p>Sept. 3-8</p>	<p>Unit 1: Graphic Novel</p> <p>Domestic Humour</p> <p>Jeff Kinney <i>Diary of a Wimpy Kid: The Long Haul</i> (1 - 217).</p> <ul style="list-style-type: none"> • Lesson: T.E.A. Paragraphs • Lesson: Quoting, Paraphrasing, Summary • Lesson: Making a Claim in Literature Papers 	<p>Sept. 3 Lab: Ewing 100 (Post your Student Introduction)</p> <p>Paragraph Assignment: due Sunday at midnight</p>
<p>Week Two</p>	<p>Unit 2: Short Stories</p>	<p>Essay 1: Due Sunday at midnight</p>

<p>Sept. 9-15</p>	<p>Domestic Humour</p> <p>Gary Lautens From <i>Take My Family ... Please!</i> (209-213)</p> <p>Stuart McLean From <i>The Vinyl Cafe Unplugged</i> (254-265)</p> <ul style="list-style-type: none"> • Lesson: Jokes, One-Liners, Repetition, Underdog, Surprise -- all the ways that writers make us laugh when writing domestic humour. 	
<p>Week Three</p> <p>Sept. 16-22</p>	<p>Immigrant Experience</p> <p>Antanas Sileika From <i>Buying on Time</i> (401-416)</p> <p>Morley Torgov From <i>A Good Place to Come From</i> (448-452)</p> <p>Lesson: Immigrant Experience Through Humour</p>	
<p>Week Four</p> <p>Sept. 23-29</p>	<p>Canadian Identity</p> <p>Douglas Coupland From <i>Souvenir of Canada</i> (47-53)</p> <p>Robertson Davies From <i>Samuel Marchbank's</i></p>	<p>Thurs. Student presentations</p>

	<p><i>Almanack</i>, From <i>My Letter Book</i> and From <i>My Files</i> (74-83).</p> <p>Lesson: Exaggeration, Stereotypes, Insult, Self-depracating humour, Satire -- all the ways Canadian writers have looked at Canadian society.</p>	
<p>Week Five</p> <p>Sept. 30</p> <p>Oct. 6</p>	<p>Social Satire</p> <p>Thomas King From <i>A Short History of Indians in Canada</i> (182-185).</p> <p>Zsuzsi Gartner From <i>All the Anxious Girls on Earth</i> (122-128).</p> <p>Lesson: Critiquing the Modern World</p>	<p>Tues. Oct. 1: Lab: Ewing 100 - Paragraph Assignment</p> <p>Thurs. Oct. 3: Student Presentations</p>
<p>Week Six</p> <p>Oct.</p> <p>7-13</p>	<p>Small Town</p> <p>Miriam Toews (pronounced Taves) From <i>A Boy of Good Breeding</i> (438-447)</p> <p>Ian Ferguson (pronounced Ferguson ...little joke there) From <i>Village of the Small Houses</i> (95-106)</p> <p>Lesson: Preparation for the in-class essay where you choose ONE of these stories.</p>	<p>Thurs. Oct. 10: Ewing 200 -- In-class essay.</p>
<p>Week Seven</p>	<p>Unit 3: Novel</p>	

<p>Oct. 14-20</p>	<p><i>Trickster Drift</i> by Eden Robinson (Chapters 1-10)</p> <p>Lesson: Introduction to Robinson and her novel, Chapters 1-3</p>	
<p>Week Eight Oct. 21-27</p>	<p><i>Trickster Drift</i> by Eden Robinson (Chapters 11-20)</p> <p>Lesson: Themes in the Novel/Humour as healing</p>	<p>Thurs. Student Presentations</p>
<p>Week Nine Oct. 28 Nov. 3</p>	<p><i>Trickster Drift</i> by Eden Robinson (Chapters 21-30)</p> <p>Lesson: A close look at passages throughout the novel, and what they say about theme and characterization.</p>	<p>Thurs. Student Presentations</p> <p>Eden Robinson</p> <p>Paragraph Assignment due Sunday at midnight</p>
<p>Week Ten</p>	<p><i>Trickster Drift</i> by Eden Robinson (Chapters 31-40)</p>	<p>Essay 3: Novel is due Sunday at</p>

Nov. 4-10	Post your Thesis Statements by TUES. if you'd like some feedback before the essay.	midnight
Week Eleven Nov. 11-17	Unit 4: Autobiography <i>Bossypants</i> by Tina Fey (pages 3-43) Lessons: The writer's persona, and the writer as a character in their own story. Writing scenes rather than summary.	
Week Twelve Nov. 18-24	<i>Bossypants</i> by Tina Fey (pages 45-88) Lesson: Verbal irony, how to write dialogue, and writing about family members	Thurs. Student Presentations
Week Thirteen Nov. 25-Dec. 1	<i>Bossypants</i> by Tina Fey (pages 89 - 141) Lesson: Structuring an autobiography. Looking at the story arc. Did you land the ending? If not what could we do to revise the piece?	Due: Essay #4: Due Sunday by midnight Autobiography (Post to Discussions)
Week Fourteen	Deadline: Critiquing is posted by the end of class on Thursday.	Essay 4: Autobiography (Polished copy due in Assignment/Dropbox)

Dec. 2-8	Final classes will be held in the labs for critiquing purposes. Attendance is important. Tues: Ewing 100 Thurs: Ewing 115	Due Sunday by midnight

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

Essay 1	20
Essay 2 (in-class)	20
Essay 3	20
Essay 4	20
Short Assignments	20

Total 100

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.