

- 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.

Required Materials

- a. PDF and online links to poetry, drama and short fiction (provided in D2L)
- b. Chariandy, David. *Brother*. Penguin Random House, 2018. (Available for order through the bookstore as a hard copy or on various other sites as an e-book.)

Course Schedule

This course is offered online, which means you will mostly learn asynchronously (on your own time, but with me available for consultations). However, literature is learned best when we can talk about it. So there are ways in which we can help that happen:

1. Every week I will offer a Blackboard Collaborate session on D2L, on Thursdays 1:30 – 3pm. Join the conversation if you can. This will help your mark immeasurably.
2. I will post small “Fireside Chats” in which I discuss some of the texts. Watch these for an in-depth look at some of what we are reading.
3. I will post occasional short video lectures on aspects of literature, academic writing, thesis statements, as needed. Watching these is **not** a substitute for doing the readings and handouts in the course, but it will help enrich your learning.

Tentative schedule (subject to change)

Date	Required readings
Week 1: May 5	Course welcome, introduction to the online tools
May 7	Introduction to close reading Tommy Pico “I See the Fire Within You” https://tommy-pico.com/news/2018/9/30/new-poem-but-also-an-old-poem-question-mark (Read this and also listen to Pico reading it) Patricia Grace “Butterflies”
Week 2: May 12	Poetry: music, metre, rhyme, assonance, consonance Gerard Manley Hopkins “The Windhover” https://www.poetryfoundation.org/poems/44402/the-windhover Poem guide to “The Windhover” https://www.poetryfoundation.org/articles/69191/gerard-manley-hopkins-the-windhover John Keats “Ode to a Nightingale” https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale Emily Dickinson “After great pain...” https://www.poetryfoundation.org/poems/47651/after-great-pain-a-formal-feeling-comes-372 Sharon Olds “Sex without Love” (D2L) Charles Wright “Clear Night” https://www.poetryfoundation.org/poems/47821/clear-night

May 14	<p>Poetry: imagery, metaphor, figurative language</p> <p>William Carlos Williams “The Red Wheelbarrow” https://www.poetryfoundation.org/poems/45502/the-red-wheelbarrow</p> <p>Poem guide to “The Red Wheelbarrow” https://www.poetryfoundation.org/articles/68731/william-carlos-williams-the-red-wheelbarrow</p> <p>Don McKay “Song for the Song of the Varied Thrush” (D2L)</p> <p>Billy-Ray Belcourt “The Cree Word for a Body Like Mine...” (D2L) https://nakinisowin.wordpress.com/2016/07/02/the-cree-word-for-a-body-like-mine-is-weesageechak/</p> <p>Matthew Zapruder “April Snow” (D2L) https://www.poetryfoundation.org/poems/54300/april-snow-56d2347c8966b</p>
Week 3: May 19	<p>Poetry: voice, tone, address, form, philosophy</p> <p>Louise Bernice Halfe “My Ledders” (D2L)</p> <p>Langston Hughes “Theme for English B” https://www.poetryfoundation.org/poems/47880/theme-for-english-b</p> <p>A short essay by Hughes on jazz in poetry https://www.poetryfoundation.org/articles/69394/jazz-as-communication</p> <p>James Schuyler “This Dark Apartment” (D2L) https://ohkrapp.wordpress.com/2015/12/07/james-schuyler-this-dark-apartment-1980/</p> <p>Poem guide to “This Dark Apartment” and Schuyler’s skinny lines: https://jacket2.org/article/skinny-schuylers-line</p> <p>Elizabeth Bishop “At the Fishhouses” (D2L) https://www.poetryfoundation.org/poems/52192/at-the-fishhouses</p> <p>Read Vendler’s article on Bishop, from p.825-832.</p> <p>Sylvia Plath “Daddy” (660) https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2</p>
May 21	Introduction to Drama as a form
Week 4: May 26	Ibsen – <i>A Doll’s House</i> https://www.gutenberg.org/files/15492/15492-h/15492-h.htm
May 28	Ibsen – <i>A Doll’s House</i>
Week 5: June 2	Introduction to David Chariandy and the setting of the novel, <i>Brother</i>
June 4	Chariandy - <i>Brother</i>
Week 6: June 9	Chariandy - <i>Brother</i>
June 11	Introduction to Short fiction Ursula K. Le Guin “The Ones Who Walk Away from Omelas” (D2L) Leanne Simpson “Big Water” (D2L)
Week 7: June 16	Ernest Hemmingway “A Clean, Well-Lighted Place” (D2L) Flannery O’Connor “A Good Man Is Hard to Find” (D2L)
June 18	Kristen Roupenian – “Cat Person” (D2L) Wrap up and review

Basis of Student Assessment (Weighting) with due dates

Poetry infographic - 20% May 26

Drama assignment - 20%	June 4
Fiction essay - 25%	June 16
D2L Discussion participation - 20%	
Final quiz – 15%	June 19-21 (Access anytime during this period, with 3 hours for completion)

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.)

Standard Grading System (GPA)

Competency Based Grading System

Additional Comments

- **This is a safe space.** Literature brings up all manner of triggering topics, including violence, death, sickness, love, consent, etc. Let's create a safe space where all feel respected and listened to. Pleasure in literature unfolds best this way.
- **Think deeply about why you are in the class** and what you want to get out of your experience at Camosun in the short time you'll be here. Use this time wisely to develop skills and good habits around critical thinking, effective written and visual communication, working with others, problem solving, empathic listening, organization, perseverance, and initiative.
- **Effective learning involves recognizing how the course material is directly relevant to your life** – in this case how your own story is woven into the story of literature. Rather than think of classes as irrelevant drudgery that you have to get through, think of them as unique opportunities for personal transformation and growth.
- **Online Discussion is worth a hefty 20%**, so please put your heart and soul into your ideas and observations, and engage in the discussions in a meaningful way. 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 is an easy 20% to earn if you read the material, think deeply about it and put time into your posts; make the most of it.
- **An (important) note on participation.** This course is not comprised simply of assignments to check off. It also includes a number of hours where you are expected to read, digest and reflect on the knowledge we all bring to the learning experience through the discussions (and through the online meetings). When you don't participate in the discussion or attend an online meeting, 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 environment and the unexpected has hit us hard this spring. **I promise I will meet any request for accommodation with compassion and accommodation.**
- **Start working right away. This course runs at double speed.** 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.
- **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. Don't miss them. Come talk to me **before the deadline** if there is something that threatens to derail your work.
- **Submit assignments over D2L.** Do not email me assignments. Assignments are to be typewritten.

- 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. **If you plagiarize, I will most likely find out.**
- **Make use of my virtual 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 with me about a paper, an essay or a topic can do wonders. **DO NOT BE AFRAID TO EMAIL OR SKYPE ME; I DON'T BITE!** If you are unclear about assignments, about a grade, about anything, arrange for a virtual meeting or write me a thoughtful email (with a salutation and a closing).

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.