



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-161-002
Literary Genres
Winter 2020

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

□ 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 (please call me Candace)
(b) Office hours	MW 10-11:30 and by appointment
(c) Location	Paul 337
(d) Phone	250.370.3354 Alternative:
(e) E-mail	fertile@camosun.bc.ca (best way to reach me apart from class)
(f) Website	

2. Intended Learning Outcomes

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

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) English 161 course pack (has my name on the front) (has the short stories and poetry)
 - All My Puny Sorrows* by Miriam Toews
 - Hamlet* (published by Broadview—you need this edition)
 - All are available in the Camosun bookstore.
- (b) Other: a college-level dictionary, 8.5 X 11 inch paper

4. Course Content and Schedule (subject to change)

Reading must be done before the class in which the literature is to be discussed. And you need to have a hard copy of what we are discussing in front of you in class. The stories and poems are arranged in the course pack with stories first. And all stories and poems are arranged alphabetically by author's last name.

January

6 Introduction to course

January 8-29 Short Stories

8 Chopin "The Story of an Hour"

13 Jackson "The Lottery" and Wharton "Roman Fever"

15 King "Borders" and Faulkner "A Rose for Emily"

20 Fitzgerald "Babylon Revisited" and Poe "The Cask of Amontillado"

22 O'Brien "The Things They Carried" and Simpson "Big Water"

27 Munro "Child's Play"

29 Saunders "My Flamboyant Grandson" and Trevor "Folie à Deux"

February 3 ESSAY DUE (short story essay)

February 3-March 4 Poetry (we will discuss poetry roughly in this order but I'll let you know at the end of each class which poems to prepare for the next class)

Shakespeare Sonnet 73

Pound "In a Station of the Metro"

Williams "The Red Wheelbarrow"

Nichol "Blues"

Herbert "Easter Wings"

Marvell "To His Coy Mistress"
Browning "My Last Duchess"
Wordsworth "I Wandered Lonely as a Cloud"
Dickinson "Because I could not stop for Death—"
Owen "Dulce et Decorum Est"
Housman "To an Athlete Dying Young"
Auden "Musée des Beaux Arts"
Donne "Death Be Not Proud"
Hughes "Theme for English B"
Larkin "Aubade"
Atwood "Variations on the Word *Love*."
Piercy "Barbie Doll"
Rich "Aunt Jennifer's Tigers"
Belcourt "Love Is a Moontime Teaching"
Collins "Introduction to Poetry"
Cummings "pity this busy monster"
Cummings "l(a)"
Donne "A Valediction Forbidding Mourning"
Ginsberg "A Supermarket in California"
Herbert "Easter Wings"
Marzán "Ethnic Poetry"
Milton "When I Consider How My Light Is Spent"
Roethke "My Papa's Waltz"
Shomer "Women Bathing at Bergen-Belsen"
Wayman "Did I Miss Anything?"
Williams "This Is Just to Say"
Larkin "Aubade"

March 9 ESSAY DUE (poetry)

March 9-23 *Hamlet*

April 1 ESSAY DUE (*Hamlet*)

March 25-April 8 *All My Puny Sorrows*

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

20% essay (1000-1250 words; due at the beginning of class on February 3)

20% essay (1000-1250 words; due at the beginning of class on March 9)

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, done during exam period)~~

25% essay (1000-1250 words; due April 20)

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. 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 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?"

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. And I like to think that English courses are fun. I think I have the best job in the world. We get to read a wide variety of literature and discuss ideas. And drink coffee.