



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-161-008
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	Jasmine North	
(b) Office hours	Wednesday 1 – 3 pm	
(c) Location	Paul 235	
(d) Phone	3330	Alternative: _____
(e) E-mail	northj@camosun.bc.ca	
(f) Website		

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

Course Pack English 161 by Jasmine North : it is available for free online on D2L or you can purchase it from the Camosun Bookstore (Lansdowne Campus)

Dogs At the Perimeter by Madeleine Thien

4. Course Content and Schedule

WEEK 1:

JAN 8

INTRO TO LITERATURE

David L. Pike and Anna M. Acosta, eds. "What is Fiction?" 2

R.S. Gwynn and Wanda Campbell, eds. "Introduction to Fiction." 4

JAN 10

History of Literature in English D2L Lecture

WEEK 2:

JAN 15

SHORT STORIES

David L. Pike and Anna M. Acosta, eds. "Literary Devices." 15

JAN 17

THEME

Franz Kafka, "A Hunger Artist" 25
READING QUIZ - 1%

WEEK 3:

JAN 22

CHARACTERIZATION

Gabriel Garcia Marquez, "A Very Old Man with Enormous Wings" 42
READING QUIZ - 1%

JAN 24

SETTING/ POINT OF VIEW/ TONE

Edgar Allen Poe, "The Fall of the House of Usher" 46
READING QUIZ - 1%

WEEK 4:

JAN 29

PLOT

Isabel Allende, "An Act of Vengeance" 56
READING QUIZ - 1%

JAN 31

THE LITERARY ESSAY

Eric Henderson "The Literary Essay" 184

BASIC ESSAY FORMAT

Literary Essay Outlines Lecture
Introductions/ Conclusions/ Paragraphs

Literary Evidence D2L handout
Integrating Quotes D2L handout
Revising and Mending

WEEK 5:

FEB 5

STYLE

Nathaniel Hawthorne, "The Birthmark" 33

READING QUIZ - 1%

FEB 7

IRONY/ SYMBOLISM

Kate Chopin, "The Story of An Hour" 62

READING QUIZ - 1%

SHORT STORY ESSAY OUTLINE DUE for PEER EDIT 2%

WEEK 6:

FEB 12

SHORT STORY ESSAY DUE 20%

DRAMA

R.S. Gwynn, ed. "Introduction to Drama" 84

FEB 14

Genie by Wendy Lill 97

YOU MUST HAVE THE ENTIRE PLAY READ BY CLASS TODAY

READING QUIZ - 1%

WEEK 7:

FEB 17 – 21

READING BREAK

WEEK 8:

FEB 26

Problem Child by George Walker 103

YOU MUST HAVE THE ENTIRE PLAY READ BY CLASS TODAY

READING QUIZ - 1%

FEB 28

THE NOVEL

lecture

THE LITERARY RESEARCH ESSAY

Finding Research Materials

WEEK 9:

MARCH 4

NOVEL: *Dogs At the Perimeter*

YOU MUST HAVE THE ENTIRE NOVEL READ BY CLASS TODAY

READING QUIZ - 1%

MARCH 6

NOVEL: *Dogs At the Perimeter*

WEEK 10:

MARCH 11

NOVEL: *Dogs At the Perimeter*

READING QUIZ - 1%

MARCH 13

NOVEL: *Dogs At the Perimeter*

RESEARCH PAPER OUTLINE DUE for PEER EDIT - 1%

WEEK 11:

MARCH 18

Dogs At the Perimeter

READING QUIZ - 1%

MARCH 20

Dogs At the Perimeter

READING QUIZ - 1%

RESEARCH PAPER DRAFT DUE for PEER EDIT - 2%

WEEK 12:

MARCH 25

FINAL LITERARY RESEARCH ESSAY DUE 20%

POETRY

“An Introduction to Poetry”	124
David L. Pike and Anna M. Acosta, “Rhyme and Repetition”	141

MARCH 27

Ballads and Sonnets

“The Daemon Lover,” Anonymous	148
William Shakespeare, “That time of year thou mayest in me behold”	150
John Donne, “Death, be not proud”	151
Lord Alfred Tennyson, “The Lady of Shalott”	152

WEEK 13:

APRIL 1

Prose Poetry and Modern Poetry

W. H. Auden, “Musée des Beaux Arts”	160
Siegfried Sassoon, “Dreamers”	169
Stephen Crane, “War is Kind”	170
Carolyn Forché, “The Colonel”	166

APRIL 3

Political and Social Commentary; Allusion

Philip Levine, “You Can Have It”	171
Dudley Randall, “Ballad of Birmingham”	172
Lawrence Ferlinghetti, “The World Is a Beautiful Place . . .”	167
Sylvia Plath, “Edge”	164

WEEK 14:

APRIL 8

EXAM REVIEW

APRIL 10

EXAM REVIEW

TBA: FINAL EXAM - 25%:

~~Exam period is APRIL 14—APRIL 22. Please ensure you avoid making SPRING plans until after the exam. Exam schedules will be made available on Camlink on FEB 21, 2020.~~

FINAL EXAM will be a take-home, open book exam. You will have 24 hours to complete the exam and submit it to the exam dropbox on d2l.

5. Basis of Student Assessment (Weighting)

See Assignment section of Coursepack for details.

(a) Assignments

Short Story Essay or two Response Papers	20%
Novel or Drama Research Essay	20%
Poetry Presentation	15%

The in-class poetry presentations are officially cancelled. I have come up with two potential solutions, and I have decided that you can each choose whichever option you prefer. Either option will still be worth 15% of your final grade.

a) Write a 500 word response paper on one of the poems in your coursepack

b) Create a video poetry presentation

(b) Quizzes

Reading Quizzes	10%
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(c) Exams

Final Exam	25%
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YOU MUST PASS THE FINAL EXAM TO PASS THE COURSE

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

Discussion	10%
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Essays:

- Essays are due on the dates specified.
- 5% per day will be deducted for lateness.
- Nothing will be accepted after 5 days past the due date.
- Requests for extensions will be considered under special circumstances, but only if the request is made at least 24 hours before the due date.
- I do not allow re-writes.

SPECIAL NOTE: Be sure to keep all rough drafts and marked material until the end of term

Readings:

Even more than in other courses, it is vitally important that you have completed all assigned readings before coming to each 161 class. Because of this, I will be giving regular reading quizzes to insure you have done the reading.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

Any textbook on writing literary essays and a copy of A Pocket Style Manual by Dianna Hacker (8th edition).

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.
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