



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-161-010
Literary Genres
Winter 2020

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	Maleea Acker
(b) Office hours	Tuesdays 5-6pm, room A119, Belmont
(c) Location	Belmont Secondary School
(d) Phone	250-508-4602 Alternative:
(e) E-mail	maleeaacker@gmail.com or AckerM@camosun.bc.ca (the first one will definitely reach me; the second I check less frequently)
(f) Website	www.maleeaacker.com

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) Chalykoff, Lisa, Neta Gordon and Paul Lumsden, editors. *The Broadview Introduction to Literature: Concise Edition*. Broadview, 2019.
- (b) Chariandry, David. *Brother*. Penguin Random House, 2018.
- (c) Beagan, Tara. *The Ministry of Grace* (Unpublished). (I will provide you with a copy of the script)

4. Course Content and Schedule

Tuesdays, 6-8:50 pm, Belmont Secondary School, Room A111

Tentative schedule (subject to change)

January 7	Course welcome, introduction to close reading
January 14	Poetry: music, metre, rhyme, assonance, consonance Gerard Manley Hopkins “God’s Grandeur” (574) John Keats “Ode to a Nightingale” (519) Emily Dickinson “After great pain...” (553) Amanda Jernigan “Ply” (D2L) Sharon Olds “Sex without Love” (685) Charles Wright “Clear Night” (D2L)
January 21	Poetry: voice, tone, address, form, philosophy Louise Bernice Halfe “My Ledders” (D2L) Langston Hughes “Theme for English B” (D2L) James Schuyler “This Dark Apartment” (D2L) Elizabeth Bishop “At the Fishhouses” (D2L) Zbigniew Herbert “I would like to describe” (D2L) Sylvia Plath “Daddy” (660)
January 28	Poetry: imagery, metaphor, figurative language William Carlos Williams “The Red Wheelbarrow” Kenneth Koch “Variations on a Theme by William Carlos Williams” (D2L) Don McKay “Fridge Nocturne” (D2L) Billy-Ray Belcourt “The Cree Word for Body Like Mine...” (D2L) Zapruder “April Snow” (D2L) Zwicky “Glen Gould: Bach’s ‘Italian’ Concerto, BWV 971” (D2L)
February 4	Drama Ibsen – <i>The Doll’s House</i>
February 11	Ibsen – <i>The Doll’s House</i> Susan Glaspell – <i>Trifles</i> (D2L)

	Tara Beagan – <i>The Ministry of Grace</i>
February 18	READING BREAK: NO CLASS
February 25	Tara Beagan – <i>The Ministry of Grace</i>
March 3	Novel – <i>Brother</i>
March 10	Novel – <i>Brother</i>
March 17	Novel – <i>Brother</i> Short fiction Leanne Simpson “Big Water” Ursula K. Le Guin “The Ones Who Walk Away from Omelas”
March 24	Short fiction (from textbook) Ernest Hemingway “A Clean, Well-Lighted Place” Flannery O’Connor “A Good Man is Hard to Find” Kazuo Ishiguro “A Family Supper”
March 31	Joyce – “Araby” Kristen Roupenian – “Cat Person” (D2L) Final Exam prep
April 7	Final Exam

5. Basis of Student Assessment (Weighting)

Poetry infographic – 15%	February 4
Drama assignment – 15%	March 3
Fiction essay – 20%	March 24
In-class writing assignment – 15%	
Reading responses (10 in total) – 10%	
Final exam – 15%	April 7
Class participation – 10%	

6. Grading System

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

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

Additional Comments

- All readings must be completed before the class assigned to them. **Bring the readings with you to class.**
- **Think deeply about why you are here** 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 involve 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.
- **Participation is worth a hefty 10%**, so please come prepared to talk about your ideas and observations. Attending class, 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 will be the easiest 10% you make all year; make the most of it.

- **An (important) note on attendance.** This course is not compromised simply of assignments to check off. It also includes a number of classroom hours (just over 30) where you are expected to listen, digest and reflect on the knowledge we all bring to the learning experience. When you miss a class, 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 classroom and the unexpected waits for us all. **I promise I will meet any note that you must miss a class with compassion and accommodation.** That said, to reflect the importance of attendance, **I reserve the right to refuse any assignments by a student with more than 25% (i.e. three) unexcused absences.**
- **Start working right away.** 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 or in person, on paper from trees.** Do not email me assignments. Assignments are to be typewritten, except those we do in class. Believe me, you want me grading typewritten assignments, not trying to decipher your handwriting at home.
- Smartphones and laptops can be a powerful learning tool (and I make use of them in class occasionally myself). But they need not be within arm's reach at all times. As a courtesy to everyone else in the class, **please keep all electronic devices off your desk (and laps) unless immediately in use** – and pay attention to whoever is speaking.
- 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.
- **Make use of my 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 in my office about a paper, an essay or a topic can do wonders. If you are unclear about assignments, about a grade, about anything, visit my office hours or write me a thoughtful email (with a salutation and a closing).

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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