



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-163-001
Intro to Literary Traditions
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 _____
- (b) Office hours _____
- (c) Location _____
- (d) Phone _____ **Alternative:** _____
- (e) E-mail _____
- (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

Kelly J. Mays. *The Norton Introduction to Literature*. W.W. Norton & Company. Portable 13th Edition, 2020.

Roberton Davies. *Fifth Business*.

(b) Other

English 163 Winter 2020 Course Package

4. Course Content and Schedule

Students will read influential texts and authors that have shaped English literary traditions and continue to influence contemporary writing and broader cultural issues. Works will be studied from a variety of genres, media and periods, from the earliest literature to modern-day texts, and students will explore the relationship between literature and historical, socio-cultural, economic and/or political contexts. Critical thinking, academic reading and essay writing skills, transferable to any discipline, are developed. Works studied will vary with the instructor.

Class Meets: Tuesdays: 1:00 pm – 2:20 pm in Fisher 216 and Thursdays: 1:00 pm – 2:20 pm in Young 219.

CLASS SCHEDULE

Tues., Jan. 7	<p>Course introduction</p> <p>“The truth does not cease to exist because the world chooses to enshroud it with illusion.” This course will explore the theme of truth and illusion in both literature and film.</p> <p>Introduction to the Short Story</p> <p>Film: <i>Searching for Sugar Man</i></p>
Thurs., Jan. 9	<p>Read: <i>Introduction</i>: “What is Literature?” <i>The Norton Introduction to Literature</i> (text), pp. 104.</p> <p>“The Short Story” Course Package (CP), pp. 8-14</p> <p>Film: <i>Searching for Sugar Man</i></p>

Tues., Jan. 14	Read: <i>Introduction</i> , cont'd: "What are the Genres of Literature?" (text), pp. 4-9 Film: <i>Searching for Sugar Man</i> , cont'd Read: Chapter 1, "Questions about the Elements of Fiction" (text) p. 19 Chapter 2, "Understanding the Text: Plot" (text), pp. 48-53 "always a motive" by Dan Ross (CP), pp. 4-7
Thurs., Jan. 16	Read: "The Story of an Hour" by Kate Chopin (text) pp. 265-267 "A Rose for Emily" by William Faulkner (text) pp. 295-301
Tues., Jan. 21	Read: "Where Are You Going, Where Have You Been?" (text) pp. 64-76 Discussion Questions and Poems (CP) pp. 34-39
Thurs., Jan. 23	Read: Chapter 4, "Character" (text) pp. 94-101 "A&P" by John Updike (text) pp. 382-387
Tues., Jan. 28	Read: Chapter 5, "Setting" (text) pp. 122-125 "The Yellow Wall-Paper" by Charlotte Perkins Gilman (text) pp. 302-313
Thurs., Jan. 30	Read: Chapter 3., "Narration and Point of View" (text) pp. 77-81 "The Cask of Amontillado" by Edgar Allan Poe (text) pp. 81-87
Tues., Feb. 4	Read: "A Good Man is Hard to Find" by Flannery O'Connor (text) pp. 356-367
Thurs., Feb. 6	Read: Chapter 6, "Symbol and Figurative Language" (text) pp. 147-152 "Allegory" (CP) p. 15 "The Birth-Mark" by Nathaniel Hawthorne (text) pp. 152-164
Tues., Feb. 11	Read: Chapter 7, "Theme" (text) pp. 184-188 "Hills Like White Elephants" by Ernest Hemingway (text) pp. 313-317
Thurs., Feb. 13	Read: "Boys and Girls" by Alice Munro (text) pp. 346-356
Tues., Feb. 18	READING BREAK. COLLEGE CLOSED
Thurs., Feb. 20	READING BREAK. COLLEGE CLOSED
Tues., Feb. 25	Short Story Test (10%)
Thurs., Feb. 27	Introduction to Poetry Read: "Analyzing Style in Prose and Poetry" (CP) p. 42 "Critical Questions for Reading Poetry" (CP) p. 43 "Meter" (CP) pp. 44-45 "Terminology Associated with the Analysis and Discussion of Poetry" (CP) pp. 50-56 "My Papa's Waltz" by Theodore Roethke (text) p. 479 and (CP), p. 46 "Those Winter Sundays" by Robert Hayden (text) pp. 471-472 and p. 640 Discussion Questions for "Those Winter Sundays" (CP) pp.48-49
Tues., Mar. 3	Read: "Guide for the Study of Poetry" (CP) p. 47 Chapter 8, "Poetry: Reading, Responding, Writing" (text) pp. 398-402 "Head, Heart" by Lydia Davis (text) p. 400 "I Wandered Lonely as a Cloud" by William Wordsworth (text) pp. 406-407 and p. 647 "The Sonnet: an Album" (text) pp. 567-568 "Let me not to the marriage of true minds" by William Shakespeare (text) pp. 569-570 and p. 644 "How Do I Love Thee?" by Elizabeth Barrett Browning (text) pp. 571-572 "A Valediction": Forbidding Mourning" by John Donne (text) pp. 598-599 and p. 639 "Do Not Go Gentle into That Good Night" by Dylan Thomas (text) p. 559
Thurs., Mar. 5	Read: "Two Haiku" by Matsuo Basho (text) p. 588 and p. 637 "To His Coy Mistress" by Andrew Marvell (text) pp. 455-456 "My Last Duchess" by Robert Browning (text) pp. 590-591 "Wild Nights—Wild Nights" by Emily Dickinson (text) pp. 594-595 and p. 639 "Lady Lazarus" by Sylvia Plath (text) pp. 618-620 and p. 643 "Stop all the clocks, cut off the telephone" by W.H. Auden (text) p. 469 and p. 637 "Stopping by Woods on a Snowy Evening" by Robert Frost p. 604 and p. 640
Tues., Mar. 10	Short Story Essay (15%) is due at the beginning of class Introduction to Drama Read: "Critical Questions for Reading Plays" (CP) pp. 60-61 Chapter 18, "Drama: Reading, Responding, Writing" (text) pp. 650-652 <i>Trifles</i> by Susan Glaspell (text) pp. 652-663

Thurs., Mar. 12	Drama cont'd Read: <i>Trifles</i> cont'd
Tues., Mar, 17	Poetry Test (15%)
Thurs., Mar. 19	Read: <i>Trifles</i> cont'd
Tues., Mar. 24	<i>Trifles</i> cont'd Group Presentations on the play, <i>Trifles</i> (10% includes peer evaluation)
Thurs., Mar. 26	Group Presentations on the play, <i>Trifles</i> , cont'd
Tues., Mar. 31	Group Presentations on the play, <i>Trifles</i> , cont'd Introduction to the Novel Read: "Guide for the Study of Novels" (CP) pp. 64-68 <i>Fifth Business</i> by Robertson Davies "Archetypes" (CP) pp. 70-75 "Class Discussion Questions on <i>Fifth Business</i> " (CP) pp. 76-77 "Discussion Questions" on <i>Fifth Business</i> " (CP) pp. 78-79
Thurs., Apr. 2	Drama Essay (20%) is due at the beginning of class <i>Fifth Business</i> , cont'd
Tues., Apr. 7	<i>Fifth Business</i> , cont'd
Thurs., Apr. 9	<i>Fifth Business</i> , cont'd Last class of the course
Thurs, Apr. 16	Novel Essay (20%) is due in my office, Paul 226, by 2:30 pm

5. Basis of Student Assessment (Weighting)

Evaluation:

Your final grade will be determined as follows:

- Short Story Test (10%) Tues., Feb. 25
 - Short Story Essay (15%) Due Tues., Mar. 10
 - Poetry Test (15%) Tues., Mar. 17
 - Group Presentation on the play, *Trifles* (10% includes peer evaluation) Tues., Mar. 24; Thurs., mar. 26; and Tues., Mar 31
 - Drama Essay (20%) Due Thurs., Apr. 2
 - Novel Essay (20%) Due Thurs., Apr 16
 - In-class participation (10%) on-going
- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
 - ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.
 - iii. **No cell phones, laptops or other electronic devices are permitted during class without permission.** If you cannot comply with this regulation, you will be asked to leave the class. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.
 - iv. The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; and paraphrasing that too closely resembles the original in either form or content.

Participation During In-Class Discussions:

Studying what others have written is not like doing arithmetic, a calculation done in private, deriving an answer which, if correct, will agree exactly with the answers of others. The study of literature is a conversation which has been carried on for centuries, and which should continue with each student as he or she reads: underlining, questioning, responding, imagining, thinking, feeling, “conversing” with the writer while the student writes notes, essays or exams, or as he or she talks with others about the readings. The classroom is an important setting for this conversation to take place. Students often find that their interpretation is somewhat different from that arrived at in class; this is not wrong, but exactly what should happen. Each of us brings a unique experience, mind and sensibility to what we read, so the class’s interpretation(s) – the refined combination of many people’s ideas and insights—should be larger and richer than any individual’s. The achievement of such breadth, depth, and richness is one of the important values of class discussion, and one of the reasons participation in discussions is not simply something a student might elect to do, but rather it is a student’s responsibility.

Learning is not passive, but active; we learn by doing; reading, thinking (analyzing, synthesizing, questioning), writing, and talking. The classroom should be a laboratory of ideas, a place in which both students and instructor test and deepen their insights by speaking them out loud, countering, qualifying, or extending the insights of others, that is, carrying on, in the classroom, the centuries-old conversation about literature and its ordering of human experience. Therefore, all students in this course are expected to participate in class discussion throughout the semester. Your participation will be noted, and eventually credited toward your grade. Obviously, to participate, you must attend class.

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.
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