



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-163 Section 2
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:	Janet Doherty
(b)	Office Hours:	Tuesday 4-5:30, Friday 11-12:30, or by appointment
(c)	Location:	Paul 218
(d)	Email:	DohertyJ@camosun.bc.ca
(e)	Phone:	250-370-3974
(f)	D2L link:	http://online.camosun.ca/ (access assignments, grades, etc.)

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) *East of Eden* by John Steinbeck (Penguin)
- (b) *Much Ado About Nothing* by William Shakespeare (Penguin)
- (c) *Pride and Prejudice* by Jane Austen (Oxford)
- (d) *LaRose* by Louise Erdrich (HarperCollins)
- (e) Coursepack (Doherty)
- (f) *Casablanca* (1942 film available from itunes or Camosun library)
- (g) Slender Exercise Book
- (h) *The Oxford English Dictionary* (available through Camosun library)

4. Reading Quizzes

- | | |
|----------------------------------|-------------|
| 1. <i>East of Eden</i> | January 30 |
| 2. <i>Casablanca</i> | February 27 |
| 3. <i>Much Ado About Nothing</i> | March 12 |
| 4. <i>Pride and Prejudice</i> | March 19 |
| 5. <i>LaRose</i> | March 26 |

5. Suggested Reading/Viewing Schedule

Poems	as assigned in class
<i>East of Eden</i>	finish by January 27
<i>Casablanca</i>	finish by February 17
<i>Much Ado About Nothing</i>	finish by March 1
<i>Pride and Prejudice</i>	finish by March 14
<i>LaRose</i>	finish by March 26

6. Assignments and Evaluation

Poetry Close Reading	5%	January 23
Poetry Close Reading	5%	February 4
In-Class Essay (Steinbeck)	10%	February 13
Research Essay	30%	March 10, 19, or 26
Final Exam	30%	exam period
Reading Quizzes and Journal Entries	10%	as listed above
Participation	10%	

7. Grading System

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

8. Important Notes

- Students should submit a blank journal with their name clearly printed on the front **next class**. The journal should be a slender exercise book (no more than 40 pages - please do not submit duo-tangs or books with coil bindings as they are too bulky).
- Participation mark will be based on attendance, punctuality, homework, and contributions to in-class discussions. Document absences when possible, so they do not affect your participation grade.
- Because this course emphasizes student participation and discussion, it is essential that students complete the readings ahead of class. Out of respect for the dynamics of classroom conversation, please turn off any electronic devices (computers, cell phones, etc.) during class.
- Students who are absent for an in-class essay or quiz will receive zero.
- Late papers will lose 5% per day, and they will receive a grade only (no comments).
- Write your own papers! Plagiarism is an academic offence that the college takes very seriously. Papers with any form of plagiarism will receive zero, and the incident will go on your permanent college record.
- The College provides many services, including a Writing Centre and a Language Help Centre. See Student Services, the College Calendar, or www.camosun.ca for details.

9. Janet's Tips for Success in English 163

1. Be punctual and prepared for class: both your physical and your intellectual presence are essential. We are cultivating a community of readers and thinkers who can learn from each other, so substantial sections of our class time will be given to discussion. Learning to articulate your perspective on, response to, and questions about the day's reading will a) enrich the class members' understanding of the text, and b) enrich your ability to express yourself clearly in the written assignments.
2. Take good notes on lectures and discussions: For the final exam, you will be responsible for concepts that are covered in lectures and class discussion. You will also be responsible for the names of the authors and titles we cover this semester, so make a point of learning them as we go.
3. Write your assignments in stages: Even professional writers produce work in several drafts. Writing is a craft that requires attention to detail and refining. At a minimum, students should include brainstorming, outlining, drafting, and revising in their writing process, and revisions should take about the same amount of time as the draft.

4. Submit assignments with correct MLA format and documentation: Avoid handing in assignments that contain good material, but that look like first drafts. Formatting guidelines are finicky, but mastering them is not difficult. Read over the assignment carefully, making sure you understand what you are being asked to write about and how you are being asked to present it. If you have questions about an assignment...
5. Make use of my office hours: Some of the best learning over the semester happens in one-on-one conversations about your work. This is particularly useful after you have an outline (including thesis, topic sentences, and quotations from the text you intend to use to develop your ideas). Consultation is also useful after assignments have been graded and returned: the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment.
6. Make a reliable friend in class: You are responsible for catching up on any missed classes. If you are absent, find a student to borrow notes from. Handouts or Power Points will also be available on D2L to complement your friend's summary of the lecture and class discussion. By all means come and see me in office hours if you need help understanding any material you have missed.

10. Student Tips for Success in English 163

- This class is an opportunity to open your mind and get out of your bubble: enjoy it!
- Connect with classmates. There are chances to do that in this class, and the learning experience is way more fun.
- Prepare outlines in advance for the in-class essays.
- Try not to procrastinate, as this class takes time. Write a first draft and then spend your time editing, especially for word choice.
- Access the Writing Centre for support.
- Use Janet's advice and essay comments to your best advantage. She wants you to pass.
- Take the time to look up the symbols in the text of your essay to see what they mean – these were incredibly useful and accurate. They improved my writing for all my classes.
- Allow yourself quiet, uninterrupted space to do assignments.
- Spend time planning your essays. It's WAY easier than winging it, and they're the backbone of your grade.
- Ask questions in class and take advantage of office hours (especially get feedback on outlines before writing a draft – it will save you SO MUCH WORK)
- Keep an open mind and take lots of notes during class discussions, especially about themes. It makes studying for the final way easier.
- Don't be afraid to participate in discussions. Janet and the other students are great about not shutting down ideas, and you'll remember so much more.
- DO THE READINGS! Then make a notes about your thoughts so you can participate more easily.
- Just put in the work. If you come to class, listen, follow the coursepack, and hand stuff in, you'll do fine.
- Don't be afraid to approach Janet for help if concepts are not making sense or if you have a question about an assignment. I waited way too long to do this, and it would have made a huge difference to my grade if I'd gone for help right away.
- This class can feel more like a discussion with friends than schoolwork if you approach it that way. Try to leave everything else at the door, so you can just enjoy throwing out your ideas and listening to other people's ideas.

11. 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.