



CAMOSUN COLLEGE  
School of Arts & Science  
Department of English

ENGL-163-D01  
Intro to Literary Traditions  
Fall 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 Jasmine North
- (b) Office hours Thursday 1-2 pm
- (c) Location Online Discussion Forum, Collaborate, and Email
- (d) Phone \_\_\_\_\_ **Alternative:** \_\_\_\_\_
- (e) E-mail northj@camosun.bc.ca
- (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:
  - 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

Finch, Robert and John Elder. Eds. *The Norton Book of Nature Writing*. New York: Norton, 2002.

London, Jack. *Call of the Wild*. 1903. Nicholas Ruddick, ed. Peterborough, ONT: Broadview Editions, 2010.

Hemingway, Ernest. *The Old Man and the Sea*. 1952. New York: Scribner, 2003.

Abby, Edward. *The Monkey Wrench Gang*. 1975. New York: Harper Perennial Modern Classics, 2006.

Powers, Richard. *The Overstory*. New York: W.W. Norton & Co., 2018.

#### (b) Other

Additional readings (short stories, poems, excerpts, and articles) will be provided on D2L

### 4. Course Content and Schedule

#### WEEK 1:

Introduction to course and schedule

Introduction to Current Environmental Issues

Documentaries:           The Anthropocene: The Age of Mankind (2017)  
                                   Normal is Over (2015)

#### WEEK 2:

Greek/ Classical perceptions of nature: Goddesses/ Gods and their roles in relation to people's perceptions of nature and governance

    Gaia as Mother; Fertility Goddesses and Gods

Biblical creation stories: Examination of the differences between the two creation stories in Genesis in relation to 'man's' relationship to nature

    Dominion and/vs Stewardship

#### WEEK 3:

Medieval Nature

    Excerpts from Thomas Malory's *De Morte Arthur*

The Renaissance and Colonial Expansion: Nature as pristine and wild and sublime and therefore feared (and essentially and eventually in need of control and order).

    Excerpts from *The Tempest* – untamed wildness in the new world - the unknown is feared

Romanticism and the Agricultural and Industrial Revolutions (expansion of commerce)  
Land policies, landscaping, and landscape painting  
Pastoral Poetry – the idealized sublime nature as an escape from industrialism and the impoverished worker in the city.  
Wordsworth as Environmental 'Nature' Writer

WEEK 4:

**RESPONSE PAPER 1 DUE – 5%**

Colonial Expansion and Exploration Narratives  
Colonial Expansion and The Scientific Revolution – evolution and the changing perceptions of 'man' and 'his' relation to the earth away from 'god's law' to 'evolutionary law.'  
Victorian Privilege: Women, Class and Walking/ Travel literature  
Botanical drawings and amateur scientists (not just women – also Darwin)  
Distinction between sublime landscapes and taxonomically specific botanical drawings in relation to gender and class.

WEEK 5:

Jack London: Call of the Wild

WEEK 6:

**WALKING LITERATURE ASSIGNMENT DUE 10%**

Ernest Hemingway: The Old Man and the Sea

WEEK 7:

The Birth of American Environmentalism  
Modern Lit: Settler Narratives: Conservation vs Preservation  
American: National Parks (deforestation, mining, development, hunting, poaching, wildlife)  
Leopold, Thoreau, Muir, Walt Whitman

WEEK 8:

Early Modern American Environmentalism  
Carson, Snyder, Robert Frost, Allen Ginsberg

WEEK 9:

**RESPONSE PAPER 2 DUE – 5%**

Modern and Contemporary Intersections: Resistance: Eco-defenders OR Eco-terrorists?  
Edward Abby: The Monkey Wrench Gang (1975); Wrenched (documentary); Women at War (2018 film)

WEEK 10:

Interrupting the Settler Narrative:  
Indigenous Creation Stories: Guest Speakers  
Canadian Indigenous: Emily Pauline Johnson-Tekahionwake – The Lost Salmon-Run (1911);  
Angela Sidney – How the World Began (1990), Richard Van Camp – Super Indians; Turtle Island Legend etc  
Regaining a Voice: Indigenous Resistance Narratives in Music  
Music: Hiada Raid; Still Here; Snotty Nose Rez Kid ; Blood/Water

WEEK 11:

**RESPONSE PAPER 3 DUE – 5%**

Music and Resistance  
Art and Resistance

WEEK 12:

Richard Powers: The Overstory (2018)

WEEK 13:

**RESPONSE PAPER 4 DUE – 5%**

Richard Powers: The Overstory

WEEK 14:

Creative work (music, poetry, short story, drawing, painting) DUE 15%

Richard Powers: The Overstory

EXAM REVIEW

RESEARCH ESSAY DUE (20%): DEC 9

FINAL EXAM (25%): ONLINE TBA

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

Response Papers (4) 20% (5% each)

Literary Research Essay 20%

### (b) Quizzes

Reading Quizzes 10%

### (c) Exams

Final Exam: Definitions; Short Answers; Long Answers; Essay Question 25%

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

Two creative assignments:

Walking Literature Assignment 10%

A creative work (music, poetry, short story, drawing, painting) 15%

### **Late Essays:**

- Essays are due on the date specified.
- Up to 5% per day (including weekend days) can be deducted for lateness. Nothing will be accepted 5 days or more past the due date.
- Requests for extensions will be considered, but only if the request is made in advance.
- Rewrites are NOT allowed.

### **Attendance, Readings, Homework, and Participation:**

As with any course, it is vitally important that you have completed all assigned readings and any exercises or activities indicated in those readings each week

## 6. Grading System

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

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

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.