



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of English**

**ENGL-163-D02**  
**Intro to Literary Traditions**  
**Fall 2020**

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## **COURSE OUTLINE**

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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.

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### **1. Instructor Information**

<b>a) Instructor</b>	Laurie Elmquist
<b>b) Office Hours</b>	Online
<b>c) Location</b>	Paul 332
<b>d) Phone</b>	3355
<b>e) E-mail</b>	elmquist@camosun.ca

### **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) New Kid by Jerry Craft
- (b) Trickster Drift by Eden Robinson
- (c) Bossypants by Tina Fey

### 4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

## Schedule

#### Readings and Major Assignments

Date	Activities	Due Dates
<p><b>Week One</b></p> <p>Sept. 8-13</p>	<p><b>Unit 1: Graphic Novel</b></p> <p>Jerry Craft <i>New Kid</i> (Chapt. 1-6)</p> <ul style="list-style-type: none"> <li>• Lesson: T.E.A. Paragraphs</li> <li>• Lesson: Quoting, Paraphrasing, Summary</li> <li>• Lesson: Making a Claim in Literature Papers</li> </ul>	<p>Complete the week's activities by Sunday at midnight.</p> <p>Post your Student Introduction</p> <p>Discussion 1: Paragraph on Humour</p>
<p><b>Week Two</b></p> <p>Sept. 14-20</p>	<p><b>Visual Storytelling</b></p> <p>Jerry Craft <i>New Kid</i> (Chapt. 7-14)</p>	<p>Discussion 2: Paragraph on Visual Storytelling</p>

	<ul style="list-style-type: none"> <li>Lesson: Why are the visuals as important as the text? Learning how to identify and talk about the elements of a graphic novel: character, text, line art, sound effects, panel and gutter. Discussion of how visuals work on a humorous level.</li> </ul>	
<b>Week Three</b>  Sept.  21-27	Jerry Craft <i>New Kid (Chapt. 1-14)</i> <ul style="list-style-type: none"> <li>Lesson: Together, we work to identify some of the central ideas in the novel. How does this novel examine different aspects of racism, and also such ideas as inclusion, compassion, confrontation etc.? We also look at the basic 5-paragraph structure of an essay and how to write an essay composed of strong claims.</li> </ul>	Essay 1: Graphic Novel
<b>Week Four</b>  Sept. 28-  Oct. 4	<b>Unit 2: Short Stories</b>  <b>Domestic Humour</b>  Stuart McLean From <i>The Vinyl Cafe Unplugged (254-265)</i> <ul style="list-style-type: none"> <li>Lesson: Naive Narrator, Character in Over Their Head, Repeated Object, Character with a Big Dream, Ticking Clock, Imaginative Metaphors, Gap Between Expectation and Reality, Escalation of Events, High Stakes, Jokes -- all the ways that writers make us laugh when writing domestic humour.</li> </ul>	Discussion 3: Paragraph
<b>Week Five</b>  Oct. 5  Oct. 11	<b>Newspaper Columns/Satire</b>  Joey Slinger From <i>No Axe Too Small to Grind (401-416)</i> "Preface," "Staying Out of the Gutter," "My Father's Pyjamas." <ul style="list-style-type: none"> <li>Lesson: Columnists focus on something small, but they are really talking about a bigger issue. Satire is their vehicle for poking around in the dark corners of our psyche, looking at things like our values. They make us laugh by looking at our wild passions, or the way we think we know things but we really don't.</li> </ul>	Discussion 4: Paragraph
<b>Week Six</b>	<b>Canada</b>	Essay 2 - Short Story

<p>Oct. 12-18</p>	<p>CBC Animated short films. Link provided to all 3 films:</p> <p>Roch Carrier's: "The Hockey Sweater" Stephen Leacock: "My Financial Career" Mordecai Richler: From <i>The Street</i></p> <ul style="list-style-type: none"> <li>Lesson: Laurie provides an analysis of three types of humour: characterization (clash of values), running joke, and macabre humour. Overview of Essay 2 in terms of its focus on analyzing humour, length, etc.</li> </ul>	
<p><b>Week Seven</b></p> <p>Oct. 19-25</p>	<p><b>Unit 3: Novel</b></p> <p><i>Trickster Drift</i> by Eden Robinson (Chapters 1-10)</p> <p>Focus: Introduction to Robinson and her novel.</p>	
<p><b>Week Eight</b></p> <p>Oct. 26 Nov. 1</p>	<p><i>Trickster Drift</i> by Eden Robinson (Chapters 11-20)</p> <p>Focus: Trickster in Indigenous Literatures</p>	<p>Discussion 5: Chapter Notes</p>
<p><b>Week Nine</b></p> <p>Nov. 2 Nov. 8</p>	<p><i>Trickster Drift</i> by Eden Robinson (Chapters 21-30)</p> <p>Focus: Humour</p>	<p>Discussion 6:</p> <p>Eden Robinson Paragraph on Humour</p>
<p><b>Week Ten</b></p> <p>Nov. 9-15</p>	<p><i>Trickster Drift</i> by Eden Robinson (Chapters 31-40)</p> <p>Post your Thesis Statements by <b>TUES.</b> if you'd like some feedback before the essay.</p>	<p>Essay 3: Novel</p> <p>Essay is due Sunday by Midnight</p>
<p><b>Week Eleven</b></p>	<p><b>Unit 4: Autobiography</b></p>	

Nov. 16-22	<i>Bossypants</i> by Tina Fey (pages 3-43)  Lessons: The writer's persona, and the writer as a character in their own story. Writing scenes rather than summary.	
<b>Week Twelve</b> Nov. 23-29	<i>Bossypants</i> by Tina Fey (pages 45-88)  Lesson: Self-mockery, making fun of people in positions of authority, understatement, commentary, writing back and forth dialogue.	Tina Fey: Discussion 7 Paragraph Assignment
<b>Week Thirteen</b> Nov. 30- Dec. 6	<i>Bossypants</i> by Tina Fey (pages 89 - 141)  Lesson: Structuring an autobiography. Looking at the story arc. Did you land the ending? If not what could we do to revise the piece?	Due: Autobiography  Due Sunday by midnight (Post to Discussions)  MUST BE IN ITS MOST POLISHED STATE - No first drafts please.
<b>Week Fourteen</b> Dec. 7-13	<b>Deadline:</b> Critiquing is posted by Wednesday at midnight.	Essay 4: Autobiography (Final copy due in Assignment/Dropbox Sunday by midnight)

## 5. Basis of Student Assessment (Weighting)

*(Should be directly linked to learning outcomes.)*

Essay 1	20
Essay 2	20
Essay 3	20
Essay 4	20
Assignments	20

100

## 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.