

# Course Syllabus for ENGL 120

<b>COURSE NAME</b>	<b>TERM:</b>
Introduction to Literary Genres (120-2)	Fall 2020: September 14-October 30

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**OFFICE HOURS:**

You are invited to email Dr. W. to schedule a Zoom meeting.

**CALENDAR DESCRIPTION**

This is a first-year course, which introduces students to the major literary genres: short fiction, drama, and novels. Through a study of selected texts, students learn and practise the fundamentals of university-level literary study and the skills to think and write critically about literature. The course is designed to prepare students for more specialized courses in English at the second-year level.

**COURSE DESCRIPTION**

The theme of our particular section is “literature and food.” We will read poetry, drama, short stories, and a novel in order to get a taste for the way authors use food to represent underlying themes in a work. The main skill you will develop in this course is close reading: searching for underlying meanings and articulating your findings through a clear, cogent academic essay.

**LEARNING OUTCOMES:**

In successfully completing this course, students will be able to:

- Identify and define a variety of different literary genres
- Understand how authors use food for symbolic purposes deeper than simply depicting the food item itself
- Reflect on the way that authors use food to represent power relationships and discuss your insights through respectful online discussion
- Articulate your insights through an analytical essay containing a thesis statement, direct textual evidence, and close reading

### REQUIRED TEXTS & RESOURCES:

- Suzanne Collins, *The Hunger Games* (available at most English language bookstores)
- *Merriam Webster Dictionary* – a free, authoritative, online dictionary  
<https://www.merriam-webster.com/>
- [www.Literarydevices.net](http://www.Literarydevices.net) – this is a very helpful list of literary devices. Be sure to return to it to help you develop your close readings. <https://literarydevices.net/>

### GRADE DISTRIBUTION:

The grading schema for the course is as follows:

4 short quizzes	20%
Show and share presentation	10%
Midterm assessment	15%
Thesis statement for feedback	5%
Final essay	20%
Take-home exam	30%

### ASSIGNMENTS:

To satisfy the requirements of this course, students will complete the following assignments:

- 4 short quizzes (5% each) to show that you are attending most/all classes and have completed the required readings
- Show and share presentation: each student will provide one 3-5 minute, unscripted presentation about food in literature, art, film, popular culture, news stories, etc., that you have noticed differently since taking our course.
- Midterm assessment: this assessment will test your retention of the course readings, literary devices, and skills practiced over the first two units of the course.
- Thesis statement for feedback: before completing your entire essay, you will have the opportunity to receive instructor feedback on your thesis statement
- Final essay: submit a 5 page/1250 word essay that makes an argument about the relationship between what is represented and *how* it is represented. Support your argument by providing close readings of direct textual evidence.
- Take-home exam: on our last day of class, I will circulate a final assessment that you will have until the end of day Sunday, Nov. 1, to complete

## **COURSE POLICIES**

It is the responsibility of every student to read and understand the College Policies. The College Policies on [Academic Honesty](#), [Academic and Exam Accommodations](#), [Grading Practices](#), [Student Conduct](#), [Technology Usage](#), and more can be found here: <http://corpuschristi.ca/about-us/academic-policies>

In addition to the College Policies, this course also upholds the following policies and practices:

### **COURSE REQUIREMENTS:**

Students must pass the final exam and attend at least 60% of the classes to pass the class.

### **ATTENDANCE / PARTICIPATION:**

Attendance and participation are important. Students will be expected to come to attend class during class hours, email Dr. W. when that is not possible, and productively engage in class discussions and group activities.

### **MISSED IN-CLASS WRITING:**

Students who cannot write the in-class midterm for medical reasons or other serious concerns may be permitted to schedule a makeup exam. Please contact Dr. W. as soon as you know you will need to use this option, so she can create a different midterm for you.

### **LATE PAPERS:**

Assignments submitted late without an extension will lose 5% per day. Students without extensions whose papers are more than 1 week late will automatically receive a failing grade on the assignment.

### **EXTENSIONS:**

If you require extensions for health reasons (including caregiving), please try to request an extension from Dr. W. at least 48 hours before the assignment's due date. For the exam, please try to give 5 days' prior notice.

### **ACADEMIC HONESTY:**

Academic Honesty is important. There is a no tolerance policy towards cheating, inappropriate collaboration (including paying another person to complete your assignments for you), or plagiarism in this class. According to the Corpus Christi College Policy Manual, plagiarism is the submitting of work for credit that "includes the words, ideas, or data of others, the source of that information must be acknowledged in accurate

and complete documentation (footnotes/endnotes or in-text citation, as required by the instructor) and, if verbatim statements are included, they must be placed within quotation marks (<http://corpuschristi.ca/about-us/academic-policies/#studentacadamyhonesty> ).

**EMAIL:**

I typically reply to email within 24 hours during the regular business week. I do not tend to reply to emails over the weekend, so please be prepared to wait longer for an answer to questions asked on Saturdays and Sundays.

**USING TUTOR AND/OR PROOFREADERS**

Students are encouraged to use the Student Resource Center, the UBC Writing Centre, or to have a peer help them edit their work. Students may also ask friends and family to help them edit and revise their work. This editing should be for spelling, grammar, and clarity, *not* a substantial rewriting of the paper. If a student works with an editor or a peer-editor, they must include a footnote in the paper that gives the name and email of the person who helped them and certifies that they did not directly or indirectly pay for editing help. Students may not use a professional editor and may not use a professional tutor for this assignment unless they have the permission of the instructor. If a student is found to have either used a peer-reviewer, a college approved tutoring centre, or a professional editor *without* permission or proper attribution, the paper will be considered plagiarized and will receive an automatic zero.

**RESPECTFUL ENVIRONMENT POLICY**

All participants in this course will be treated with respect at all times. Academic debate and disagreement are healthy and productive, as is the scholarly exchange of ideas. However, students may not mock, demean, or discriminate against other participants in the class. This applies to race, class/caste, religion/sect, sexuality, gender, or level of dis/ability. If you experience such behavior in this class, please come and speak with me about it in confidence. Students who violate this policy will be politely asked to leave the class and will not be allowed to return to the course without first speaking with the Instructor about the impact of their behavior and commitment to improvement.

**GRADING SCALE:**

LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
<b>A RANGE:</b>		Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.		
A+	90-100	4.33	Extraordinary	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base. Superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
A	85-89	4.0	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base. Strong grasp of subject matter with sound critical evaluations; evidence of broad knowledge base.
A-	80-84	3.67	Very, very good	
<b>B RANGE:</b>		Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.		
B+	76-79	3.33	Very good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good evidence of familiarity with literature
B	72-75	3.0	Good	
B-	68-71	2.67	Satisfactory	Adequate critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
<b>C RANGE</b>		Acceptable to minimum.		
C+	64-67	2.33	Acceptable	Very basic critical capacity and analytic ability; some understanding of relevant issues; some evidence of familiarity with literature.
C	60-63	2.0	Barely Acceptable	
C-	55-59	1.67	Needs Improvement	
D	50-54	1.0	Minimum Pass	

LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
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**FAILED**

F	0-49	0		Failure to meet the above criteria
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