

Course number and section: ENGL 150, all sections

Course Topic: Introduction to Literary Genre

Credits: 3

Term: WT1 and WT2, 2021 (Sept. 2021-Dec 2021; Jan.-Apr. 2022)

Instructor: Various instructors

Calendar Description:

Introduction to literature focusing on genres such as poetry, drama, and fiction. Develops skills in interpretation of texts. At least 35% of class time involves practice-based instruction in essay writing and research.

The English program offers multiple sections of ENGL 150, but they all involve reading, analyzing, and writing about literature from a variety of genres. Individual instructors may construct a particular section's reading list around a central theme or themes, or they may offer simply a variety of works from a variety of genres.

Sample Themes and Reading Lists for ENGL 150 (3) Introduction to Literary Genre

A typical reading list for ENGL 150 may include 3 novels, plus other materials such as short stories, poems, plays, or critical readings. **Here are some past examples:**

ENGL 150.003 (2017 WT1)

The Tempest and its Travels: Perhaps the most influential English writer who has ever lived, William Shakespeare has had a profound effect on cultures around the world, as Europe's imperial and colonial grasp came to encompass much of the globe, including North America, India, and the Caribbean. In this course, we will examine Shakespeare's late romance *The Tempest* (1611) and its literary adaptations across four centuries. We will explore the controversy over this play's depiction of the racial, ethnic, and gendered Indigenous 'Other,' as well as the imaginative and critical responses to the play from England, the Americas, India, Canada, and the Caribbean. At least 35% of class time will be dedicated to instruction in university-level writing and research.

Reading List:

William Shakespeare. *The Tempest*. The Pelican Shakespeare. Ed. Peter Holland. Penguin, 1999. (drama)
Aimé Césaire. *A Tempest*. Trans. Richard Miller. TCG Translations, 1969; 2002. (drama)
Elizabeth Nunez. *Prospero's Daughter*. Ballantine, 2006. (novel)
Selected poetry by Robert Browning, John Agard, David Dabydeen, and Suniti Namjoshi
Selected critical essays

ENGL 150.002 (2020 WT2)

Homer's Odyssey through the Ages: This course will address the question of literary genre (or type) by looking at how the stories and characters of Homer's *Odyssey* are treated in later versions which are expressions of different generic identities. At least 35% of class time will be dedicated to instruction in university-level writing and research.

Reading List:

Homer. *The Odyssey*. Trans. Robert Fagles. Penguin, 2006. [epic poem]
Margaret Atwood. *The Penelopiad*. Vintage, 2006. [novella]
William Kennedy. *Ironweed*. Penguin, 1984. [novel]
Selected short poems available online.

ENGL 150.006 (2019 WT1)

This course offers an introduction to literary interpretation through a focus on literature in a range of genres such as poetry, drama, and fiction, as well as their sub-genres. At least 35% of class time will be dedicated to instruction in university-level writing and research, including grammar and bibliography. The course will be delivered primarily through lecture and discussion, and evaluation will comprise the writing of essays (the first in-class), reading and writing quizzes, a midterm test, a presentation, a mark for participation/attendance, and a final examination.

Reading List:

William Shakespeare. *The Tempest*. Signet, 1999. [play]

Ngũgĩ wa Thiong'o. *Weep Not, Child*. Heinemann, 1988. [novel]

Annie Proulx. *Brokeback Mountain*. Scribner, 2005. [novella]

Julia Alvarez. *How the Garcia Girls Lost Their Accents*. Algonquin, 2010. [novel]

ENGL 150 Common Learning Outcomes (i.e., these apply to all sections of ENGL 150):

Upon completion of this course, students will be able to:

- examine literary texts from a critical perspective;
- identify and discuss various fictional, poetic, and dramatic genres (i.e. framed narrative, soliloquy, short story, novel, comedy, etc.);
- analyze literary devices, such as speaker, imagery, rhyme scheme, alliteration, metaphor, etc.;
- examine authorial and rhetorical strategies in creating literary texts ;
- identify literary periods (when applicable) general historical contexts, links to real-world issues, and theoretical frameworks as those relate to the text(s);

Upon completion of this course, students will also be able to:

- employ university-level prose, including appropriate critical terminology.
- develop an argument with a thesis or controlling idea, using accurate, relevant, and sufficient supporting material for a scholarly audience and purpose;
- demonstrate research abilities through proficient use of library resources (i.e. completing interlibrary loan requests, use of the UBC online catalogue and scholarly databases);
- integrate secondary material, including quotations, paraphrases, and summary, purposefully and effectively, providing authority and context;
- document sources fully and ethically according to the current MLA style guide (and, when deemed applicable by instructors, the current APA documentation system), informed by Indigenous Style (e.g., as per Gregory Younging's *Elements of Indigenous style: a guide for writing by and about Indigenous Peoples*, 2018);
- employ a university-level writing process, including revision and editing; and
- work effectively in groups to analyze relationships and patterns within and among texts, identify and verbalize key ideas from readings through discussion, synthesize multiple viewpoints, and present group conclusions to the class.