

Course number and section: ENGL 153, all sections

Course Topic: Readings in Narrative

Credits: 3

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

Instructor: Various instructors

Calendar Description:

Study of narrative forms such as life-writing, films, histories, myths, narrative poems, novels, short stories, and songs. At least 35% of class time involves practice-based instruction in essay writing and research.

The English program offers several sections of ENGL 153, but they all involve reading, analyzing, and writing about narrative literature. A typical reading list for ENGL 153 may include 2-3 novels, short stories, films, autobiographies, graphic novels or other narrative literary texts. Following are some ***typical*** texts that have been used in past sections of 153:

Sample Literary Texts:

Michael Redhill. *Bellevue Square*. Penguin, 2018. (mystery novel)

Justin Pearson. *From the Graveyard of the Arousal Industry* (autobiography)

Cherie Dimaline. *The Marrow Thieves*. Cormorant, 2017. (young adult novel/Indigenous novel)

J.R.R. Tolkien. *The Hobbit*. Houghton Mifflin, 2011. (children's fantasy novel)

Yann Martel. *Life of Pi*. Mariner, 2003. (novel)

Art Spiegelman. *Maus: A Survivor's Tale: My Father Bleeds History* Pantheon, 1986. (graphic non-fiction / autobiography)

Short stories, ancient epic, myths, fairy tales, folk tales, urban myths, fables, ballads, narrative poems, etc.

Sample Critical Texts:

Graff, Gerald and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. Norton, 2014. [writing and rhetoric handbook]

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2nd Edition. Oxford, 2011.

Selected critical essays from the UBCO Library's databases.

ENGL 151 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 variety of perspectives based in secondary sources that may include literary theory and/or textual analysis of primary literary texts;
- 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; and
- 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.