

## **EFFECTIVE: MAY 2009** CURRICULUM GUIDELINES

А.	Division:	Education	Ef	fective Date:		May 2009		
B.	Department / Program Area:	ENGLISH LANGUAGE, LITERATURE AND PERFORMING ARTS	Re	vision	X	New Course		
				Revision, Section(s) wised:		A, C, F, H, J, M, N, O, P, Q		
C:	ENGLISH 1115	D: Studies in D	Da	te of Previous Revision te of Current Revision		September 2004 September 2008 E: 3		
	Subject & Cour	se No.	Descri	ptive Title		Semester Credits		
F:	Calendar Descrip	alendar Description:						
	This course introduces students to the close reading of plays as literature, including discussion of elements of stagecraft and performance. Plays assigned may emphasize a variety of genres (such as tragedy, comedy, the one-act play and dramatic monologue) and/or reflect significant developments in the history of theatre, from its beginnings to the present.							
G:		llocation of Contact Hours to Type of Instruction <b>H</b> : Course Prerequisites:						
	Primary Method	/ Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Related		A minimum score on the Douglas College Writing Assessment, or equivalent, as per the College calendar.				
	Classroom Relat			Course Corequisites:				
	Number	Number of Contact Hours: (per week / semester for each descriptor) 4 Number of Weeks per Semester: 15		None				
				Course for which this Course is a Prerequisite				
	4			In combination with CRWR course or wit College calendar req	h Engl			
				serve as a prerequisite for any 2300-level English course.				
	15			Maximum Class Size:				
				35				
L:	PLEASE INDIC	CATE:						
		Non-Credit						
	College Cr	College Credit Non-Transfer         X       College Credit Transfer:						
	X College Cr							
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)							

<b>M:</b>	Course Objectives / Learning Outcomes							
	Upon c	pon completion of any first-year English literature course, the successful student should be able to						
	1. 2.							
	3.	practice writing as a process involving pre-writing, drafting, revising and editing;						
	4.	write an essay of literary analysis that develops an interpretive thesis supported by appropriate and correctly cited evidence; and						
	5.	•						
	Upon completion of English 1115, the successful student should also be able to identify and discuss the following elements of drama:							
	1.	the nature of character;						
	2.	components of structure, including plot and sub-plot, exposition and conflict;						
	3. 4.	dialogue, monologue and soliloquy; stagecraft;						
	 5.	performance; and						
	б.	the influence of an audience on the play.						
N:	Course Content:							
	All first	t-year English literature courses share the following features:						
	1. Students are instructed in the writing of critical essays on literary subjects.							
	2. Students are taught to recognize and understand a variety of literary devices and textual elements, such as metaphor, symbolism, distinctions between author and narrator/narratin persona, and issues of language and of structure, as appropriate to the genres and texts studied.							
		3. Readings and topics vary among sections of the same course, according to each instructor's selection; however, all course materials are consistent with the objectives/outcomes stated in section "M." A sample reading list is provided in section "P."						
	In English 1115, course content will be governed by the following general principles:							
	1. This course will introduce students to a variety of plays and playwrights, rather than offer an ir study of a body of work by one or two playwrights.							
	<ol> <li>Assigned plays will include a sampling of modern and/or contemporary drama, and may also ir works from pre-modern periods (such as classical Greek, medieval and/or Elizabethan plays).</li> </ol>							
	3.	Students may be required to attend a live theatrical performance, at their own cost, on or off campus, and to write a critical review of the production.						
	4.	Students may view film adaptations or productions of plays read in class.						
0:	Method	ls of Instruction						
	Some o	r all of the following methods will be used:						
	1. Lecture/discussion							
	2. Reading aloud from assigned texts							
1	3. Group work							

- Peer editing
   Students' attendance at a play

		1 460 5 61 5					
	6. Instructor feedback on students' written work						
	7. Individual consultation						
P:	P: Textbooks and Materials to be Purchased by Students						
	Sample Reading List:						
	Fugard, My Children, My Africa						
	Highway, The Rez Sisters						
	Ibsen, An Enemy of the People						
	MacDonald, Good Night Desdemona, Good Morning Juliet						
	Shakespeare, Romeo and Juliet						
	Sophocles, Antigone						
	1 / 0						
<b>Q</b> :	): Means of Assessment						
	1. A minimum of two formal academic essays, with a combined value of at least 40% of the	he course					
	grade.						
	2. A minimum of 80% of the course grade will be based on writing assignments (essays, e	essav-based					
	exams, journals, paragraphs). A maximum of 20% of the course grade may be based o						
	writing (quizzes, short answer tests); oral reports/presentations; participation/preparatio						
	and/or other non writing-intensive assignments.						
	3. A minimum of 15% of the course grade will be based on in-class writing (essay or example)	n).					
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR						
	No.						

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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