



**Douglas
College**

EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

A: Division: **ACADEMIC** Date: **MARCH, 2002**

B: Department/
Program Area: **LANGUAGE, LITERATURE AND
PERFORMING ARTS
English and Communications**

New Course		Revision	X
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If Revision, Section(s) Revised: **H, J, M, O, R**

Date Last Revised: **JUNE, 1995**

C: ENGLISH 101 D: CANADIAN LITERATURE E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
This course examines selected works of modern Canadian authors who have made significant contributions to Canadian literature. Students will read works from at least two of the three major genres: fiction, poetry, and drama.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Classroom related

Number of Contact Hours: (per week / semester for each descriptor)
4

Number of Weeks per Semester: 14

H: Course Prerequisites:
A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.

I. Course Corequisites:
None

J. Course for which this Course is a Prerequisite:
In combination with another 100-level English or CRWR course or with English 200 (as per College calendar requirements), this course is a prerequisite for any 300-level English course.

K. Maximum Class Size:
35

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

Reading

The successful student should be able to

- 1) read attentively and receptively;
- 2) read with a sensitivity to language, including a recognition and understanding of the difference between denotation and connotation;
- 3) recognize and understand the device of irony;
- 4) depending on the two genres chosen,
 - A) recognize and understand in reading fiction analytical concepts such as
 - a) the nature of character, including major and minor characters, round and flat characters, protagonist and antagonist, developing and static characters, and stock and stereotyped characters;
 - b) narrative structure, including various points of view; and
 - c) setting.
 - B) recognize and understand in reading poetry elements such as
 - a) figurative language, including metaphor, simile, imagery, and symbolism;
 - b) sonnet structure;
 - c) prosody, including sentence rhythms, voice accent, and rhyme;
 - d) sentence level details;
 - e) persona; and
 - f) allusion
 - C) recognize and understand in reading drama elements such as
 - a) dialogue, monologue, and soliloquy;
 - b) character; and
 - c) structure, including plot, multiple plot, conflict, and exposition.

Writing

The successful student should be able to

- 1) pre-write by using devices such as informal and formal outlines;
- 2) develop an essay through multiple drafts and respond effectively to commentary on his or her written work;
- 3) develop and use a thesis;
- 4) develop a unified and coherent essay;
- 5) comprehend the nature of literary evidence and use this type of evidence effectively and correctly; and
- 6) write a critical essay, with a thematic focus, on a portion of a work, a whole work, or more than one work of literature.

N: Course Content

Selected literary texts (see sample list)

A significant portion of the course will be devoted to instruction in writing critical essays on literary subjects.

O:	<p>Methods of Instruction</p> <p>Some or all of the following methods will be used:</p> <ul style="list-style-type: none"> • lecture/discussion • interviews • group work and peer editing • instructor feedback on students' written work
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Sample reading list:</p> <p>Atwood, <u>The Handmaid's Tale</u></p> <p>Laurence, <u>The Stone Angel</u></p> <p>Vanderhaeghe, <u>Man Descending</u></p> <p>Wasserman (ed.), <u>Modern Canadian Plays</u></p>
Q:	<p>Means of Assessment</p> <ul style="list-style-type: none"> • A minimum of two academic essays, with a combined value of at least 40% of the course grade. • At least three other evaluations, such as writing assignments, tests, and oral reports. • At least 15% of the course grade will be based on in-class writing. <p><u>Writing Competency Bar</u></p> <p>A student must achieve a grade of C- or better (on first submission) on at least one of the academic essays in order to achieve a grade of better than P for the course.</p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar