



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

**A. Division: Education** Effective Date: **September 2004**

**B. Department / Program Area: ENGLISH LANGUAGE, LITERATURE AND PERFORMING ARTS** Revision  New Course

If Revision, Section(s) Revised: **C, J**

Date of Previous Revision: **February 2002**

Date of Current Revision: **September 2004**

**C: ENGLISH 1101** **D: CANADIAN LITERATURE** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
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<b>F:</b> 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.		
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Classroom related</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>4</b>  Number of Weeks per Semester:  <b>15</b>	<b>H:</b> Course Prerequisites:  <b>A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.</b>	
	<b>I:</b> Course Corequisites:  <b>None</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>In combination with another 1100-level English or CRWR course or with English 1200 (as per College calendar requirements), this course is a prerequisite for any 2300-level English course.</b>	
	<b>K:</b> Maximum Class Size:  <b>35</b>	

**L: PLEASE INDICATE:**

- Non-Credit
- College Credit Non-Transfer
- College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bctransferguide.ca](http://www.bctransferguide.ca))

**M:** Course Objectives / Learning OutcomesReading

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:** Methods of Instruction

Some or all of the following methods will be used:

- lecture/discussion
- interviews
- group work and peer editing
- instructor feedback on students' written work

**P:** Textbooks and Materials to be Purchased by Students

Sample reading list:

Atwood, The Handmaid's Tale

Laurence, The Stone Angel

Vanderhaeghe, Man Descending

Wasserman (ed.), Modern Canadian Plays

**Q:** Means of Assessment

- 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.

Writing Competency Bar

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.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

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Course Designer(s)

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Education Council / Curriculum Committee Representative

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Dean / Director

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Registrar