Douglas College

CURRICULUM GUIDELINES

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

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

New Course | | | Revision | | **X**

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

Date Last Revised: **JUNE 1995**

C:	**ENGLISH 107**	**D:**	**CLASSICAL BIBLICAL BACKGROUNDS TO MODERN LITERATURE**	**E:**	**3**

Subject & Course No.　　　　　　Descriptive Title　　　　　　Semester Credits

F: Calendar Description:
This course introduces students to selected classical and biblical literary texts and examines them in their own right and as sources for subsequent works of literature in the English and/or European tradition. This course does not view the Bible from a theological perspective.

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) understand the difference between denotation and connotation;

3) recognize and understand in reading

    A) the device of irony;

    B) traditional literary forms such as epic, psalm, parable, apocalypse;

    C) the way in which traditional stories, themes, and motifs inform subsequent literature.

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

(Use Bibliographic Form):

Sample Reading List:

Blake, Songs of Innocence and Experience

Hesiod, Theogony

Milton, Samson Agonistes

Ovid, Metamorphoses

Selections from the Bible

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.
- A final examination.
- 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.

Course Designer(s)   Education Council/Curriculum Committee Representative

Dean/Director   Registrar