



**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 1109** **D: Studies in Fiction, Poetry, and Drama** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description:</b> This course emphasizes the close reading of fiction, poetry, and drama, principally from the modern period, and explores the differences among these genres.	
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  <b>Primary Methods of Instructional Delivery and/or Learning Settings:</b>  <b>Classroom Related</b>  <b>Number of Contact Hours: (per week / semester for each descriptor)</b>  <b>4</b>  <b>Number of Weeks per Semester:</b>  <b>15</b>	<b>H: Course Prerequisites:</b>  <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: Course Corequisites:</b>  <b>None</b>	
	<b>J: Course for which this Course is a Prerequisite</b>  <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: Maximum Class Size:</b>  <b>35</b>	
<b>L:</b>	<b>PLEASE INDICATE:</b> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )	

**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) recognize and understand
  - A) 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) 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) 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:

Beckett, Waiting for Godot

Geddes (ed.), Twentieth Century Poetry and Poetics

Hardy, Tess of the d'Urbervilles

Munro, The Progress of Love

Shaw, Saint Joan

**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.

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