



**Douglas
College**

EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

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

B: Department/
Program Area: **LANGUAGE, LITERATURE AND
PERFORMING ARTS** New Course | | Revision | **X**
English and Communications

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

Date Last Revised: **JUNE, 1995**

C: ENGLISH 114 D: STUDIES IN POETRY E: 3

Subject & Course No.

Descriptive Title

Semester Credits

F: Calendar Description:
This course emphasizes the close reading of poetry, principally from the modern period. Students will study a variety of poets, as well as multiple works of selected poets.

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 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 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.

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 with a thematic focus.

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:

- reading aloud of poetry by students, with at least the instructor as audience
- 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:

Dickinson, Emily Dickinson

Hunter (ed.), The Norton Introduction to Poetry

Yeats, Selected Poems

<p>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.</p> <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>
<p>R: 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