



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

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

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

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

Date of Previous Revision: **February 2002**

Date of Current Revision: **September 2004**

C: **ENGLISH 1114** 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 Type of Instruction / Learning Settings	H: Course Prerequisites: A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.
	Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Related	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 4	J: Course for which this Course is a Prerequisite 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.
	Number of Weeks per Semester: 15	K: Maximum Class Size: 35
L:	PLEASE INDICATE:	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/>
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

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.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar