



**EFFECTIVE: MAY 2009**  
**CURRICULUM GUIDELINES**

**A.** Division: **Education** Effective Date: **May 2009**

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

If Revision, Section(s) Revised: **A, F, H, J, M, N, O, P, Q**

Date of Previous Revision: **September 2004**

Date of Current Revision: **September 2008**

**C: ENGLISH 1114 D: Studies in Poetry E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  This course emphasizes the close reading of poetry. Students will study a variety of poets, as well as multiple works of selected poets.		
<b>G:</b> Allocation of Contact Hours to Type 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:  15	<b>H:</b> Course Prerequisites:  A minimum score on the Douglas College writing assessment, or equivalent, as per the College calendar.	
	<b>I:</b> Course Corequisites:  None	
	<b>J:</b> Course for which this Course is a Prerequisite  In combination with another 1000-level English literature or writing course other than English 1124, or with any CRWR course, this course may serve as a pre-requisite for any 2300-level English course.	
	<b>K:</b> Maximum Class Size:  35	
<b>L:</b> PLEASE INDICATE: <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 Outcomes

Upon completion of any first-year English literature course, the successful student should be able to

1. read receptively and reflectively, with sensitivity to the subtleties of language;
2. recognize and understand literary devices;
3. practice writing as a process involving pre-writing, drafting, revising and editing;
4. write an essay of literary criticism that develops an interpretive thesis supported by appropriate and correctly cited evidence; and
5. give and receive constructive criticism on written work.

Upon completion of English 1114, the successful student should also be able to recognize and understand

1. common poetic forms, such as the ballad or sonnet;
2. emotional tone, including irony;
3. figurative language, such as metaphor and symbolism;
4. diction, including the differences between denotative and connotative meaning;
5. prosody, including sentence rhythms, metre and rhyme;
6. sentence level details of grammar and syntax;
7. the difference between poet and speaker; and
8. literary allusions.

**N** Course Content:

All first-year English literature courses share the following features:

1. Students are instructed in the writing of critical essays on literary subjects.
2. Students are taught to recognize and understand a variety of literary devices and textual elements, such as metaphor, symbolism, distinctions between author and narrator/narrating persona, and issues of language and of structure, as appropriate to the genres and texts studied.
3. Readings and topics vary among sections of the same course, according to each instructor's selection; however, all course materials are consistent with the objectives/outcomes stated in section "M." A sample reading list is provided in section "P."

In English 1114, students will focus on detailed analysis of poems. The works studied may include poems from diverse cultures, contexts and traditions, as well as from non-traditional sources, such as song lyrics or spoken word.

## Methods of Instruction

Some or all of the following methods will be used:

1. Lecture/discussion
2. Group work
3. Peer editing
4. Instructor feedback on students' work
5. Individual consultation

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

Sample reading list:

Selections from an anthology such as *The Broadview Anthology of Poetry*  
A coursepack with additional readings

**Q:** Means of Assessment

1. A minimum of two formal academic essays, with a combined value of at least 40% of the course grade.
2. A minimum of 80% of the course grade will be based on writing assignments (essays, essay-based exams, journals, paragraphs). A maximum of 20% of the course grade may be based on informal writing (quizzes, short answer tests); oral reports/presentations; participation/preparation grades; and/or other non writing-intensive assignments.
3. A minimum of 15% of the course grade will be based on in-class writing (essay or exam).

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

No.

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Course Designer(s)\_\_\_\_\_  
Education Council / Curriculum Committee Representative\_\_\_\_\_  
Dean / Director\_\_\_\_\_  
Registrar