



EFFECTIVE: JANUARY, 2008 CURRICULUM GUIDELINES

A. Division: Educational Effective Date: January 2008

B. Department / Program Area: **English Language, Literature and Performing Arts** Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **ENGLISH 1118** **D:** **Studies in the Literature of Life Writing** **E:** **3**

Subject & Course No.	Descriptive Title	Semester Credits
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<p>F: Calendar Description:</p> <p>In this course, students will explore the rich field of life writing, reading works in a variety of forms, such as biography, memoir, travel literature, diaries and letters. Students may read some fictional works as well, for comparison purposes.</p>	
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Classroom related</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>4</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents, as listed in the College calendar.</p> <p>I: Course Corequisites:</p> <p>None</p> <p>J: Course for which this Course is a Prerequisite</p> <p>In combination with another 1000-level English literature or writing course other than English 1124, or with any CRWR course, this course is a pre-requisite for any 2300-level English course.</p> <p>K: Maximum Class Size:</p> <p>35</p>

L: PLEASE INDICATE:

- Non-Credit
- College Credit Non-Transfer
- College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

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) understand writing as a process involving pre-writing, multiple drafts and peer-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.

Upon completion of English 1118, the successful student should also be able to understand

- 1) key problems in the literature of life writing, including questions of the veracity or reliability of self-disclosure in confessional writing, of the role of the reader in influencing authorial choices, and of self-censorship;
- 2) key issues regarding the roles of memory, language and historical/cultural context in the construction of identity; and
- 3) the inherent difficulty in life writing of distinguishing among fact, fiction and non-fiction.

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 instructed in the recognition and understanding of 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 above (in section "M"). A sample reading list is provided below (in section "P").

In English 1118, students will examine works in at least three of the following forms of life writing:

1. Autobiographical prose (long or short works, ranging from novel-length to the personal essay or creative non-fiction);
2. Autobiographical poetry;
3. Autobiographical drama (full-length play, performance essay or dramatic monologue);
4. Memoir;
5. Biography;
6. Travel narrative;
7. Journals/diaries; and
8. Letters.

For purposes of comparison, students may also examine some mock-autobiographical works (such as fiction, diaries or memoirs that purport to be based on "real-life"), and/or autobiographical film, theatre, music or performance art.

<p>Methods of Instruction</p> <p>Some or all of the following methods will be used:</p> <ul style="list-style-type: none"> • Lecture/discussion; • Group work; • Peer editing; • Instructor feedback on students' work; and • Individual consultation.
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Sample reading list:</p> <p>Susanna Moodie, <i>Roughing It in the Bush</i> Anne Frank, <i>The Diary of a Young Girl</i> Margaret Atwood, <i>The Journals of Susanna Moodie</i> Annie Dillard, <i>Pilgrim at Tinker Creek</i></p> <p>Coursepack, containing selections from the following: Montaigne, Michel de, <i>Essays</i> Pepys, Samuel, <i>The Diary of Samuel Pepys</i> Rousseau, Jean-Jacques, <i>The Confessions</i> McCarthy, Mary, <i>Memories of a Catholic Girlhood</i> Brightman, Carol, ed. <i>The Collected Letters of Hannah Arendt and Mary McCarthy</i></p>
<p>Q: Means of Assessment</p> <ul style="list-style-type: none"> • 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, or oral reports. • At least 15% of the course grade will be based on in-class writing. <p><u>Writing Competency Bar:</u> 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