

A: Division: ACADEMIC **DATE:** June, 1995
B: Department: English and Communications **New Course:** _____

Revision of Course information form: X
DATED: November 1987
C: ENGLISH 151 D: Studies in Drama E: 3
Subject & Course No. Descriptive Title Semester Credit
F: Calendar Description:

This course emphasizes the close reading of dramatic works of a variety of types, such as tragedy, comedy and absurdist drama, and considers elements of stagecraft where relevant.

Summary of Revision:
 (Enter date & section)

95.06
 F, O, P, Q, R

G: Type of Instruction: Hours Per Week/

Lecture	<u>4</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	_____	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.

TOTAL 4 HOURS
G: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this course is a pre-requisite:

All second year level English courses.

K: Maximum Class Size:

35

L: College Credit Transfer X
College Credit Non-Transfer _____
M: Transfer Credit:

Requested _____
 Granted X

Specify Course Equivalents or Unassigned Credit as Appropriate
 U.B.C. = Engl 101/102/106/109/114/130/151 (any two) = Engl 100 (3)
 S.F.U. = Engl 103 (3)
 U.Vic. = Engl (1.5) 100 level
 OTHER:

COURSE DESIGNERS
DIVISIONAL DEAN
DIRECTOR/CHAIRPERSON
REGISTRAR

N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):

Same Reading List:

Wertenbaker, Our Country's Good
Shakespeare, Romeo & Juliet
Anne-Marie MacDonald, Good Night Desdemona, Good Morning Juliet
Miller, The Crucible
Fugard, My Children, My Africa
Highway, The Rez Sisters

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

Reading

The student will learn the relation between the particulars of a work of literature and the meaning of the whole work by learning 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 such speech elements as dialogue, monologue, and soliloquy;
- 5) recognize and understand character elements;
- 6) recognize and understand such structural elements as plot, multiple plot, conflict, and exposition;
- 7) recognize and understand some elements of stagecraft; and
- 8) understand the influence of a live audience on elements of the play.

Writing

The student will learn the process of writing a critical essay on a portion of a work, a whole work, or more than one work of literature by learning 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.

P. 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.

Q. METHOD OF INSTRUCTION

Some or all of the following methods will be used

- students' attendance at a play
- lecture/discussion
- interviews
- group work and peer editing
- commentary on student's written work

R. COURSE EVALUATION

- 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.