

# **EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES**

A.	Division:	INSTRUCTIONAL	Ef	fective Date:		September 2004		
В.	Department / Program Area:	LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS	Re	evision	X	New Course		
				Revision, Section(s)		H, J, M, O, R		
				evised: ate of Previous Revision	n·	February 2002		
				ate of Current Revision		September 2004		
C:	ENGLISH 1151	D: Studies in D	rama			E: 3		
	Subject & Cou	rse No. Descrip	tive Ti	tle	Sen	nester Credits		
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.							
G:		ontact Hours to Type of Instruction	Н:	Course Prerequisites				
	/ Learning Settir	/ Learning Settings		A minimum score of Writing Skills Review on				
	Primary Methods of Instructional Delivery and/or			the Douglas College Writing Assessment or				
	Learning Setting	Learning Settings:		equivalents as listed in the College calendar.				
	Classroom Related		I:	Course Corequisites:				
	Number of Contact Hours: (per week / semester for each descriptor)  4  Number of Weeks per Semester:		None					
			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					
	15			prerequisite for any				
			K:	Maximum Class Size	e:			
				35				
L:	PLEASE INDIC	CATE:						
	Non-Credi	t						
	College Cr	redit Non-Transfer						
	X College Cr	redit Transfer:	R	equested	Grante	d X		
	SEE BC TRANS	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)						

## M: Course Objectives / Learning Outcomes

#### Reading

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 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 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:

- students' attendance at a play
- 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:

Fugard, My Children, My Africa

Highway, The Rez Sisters

Anne-Marie MacDonald, Good Night Desdemona, Good Morning Juliet

Miller, The Crucible

Shakespeare, Romeo & Juliet

Wertenbaker, Our Country's Good

## 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.

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ъ	D'I 'A ID 'A' 'C IA I 'C DIAD					
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR					
	3.7					
	No.					
Cours	e Designer(s)	Education Council / Curriculum Committee Representative				
	/D:					
Dean	/ Director	Registrar				

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