



**Douglas  
College**

**EFFECTIVE: JANUARY 2003**

**CURRICULUM GUIDELINES**

A: Division: **INSTRUCTIONAL** Date: **MARCH, 2002**

B: Department/  
Program Area: **LANGUAGE, LITERATURE AND  
PERFORMING ARTS**

New Course		Revision	<b>X</b>
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If Revision, Section(s) Revised: **G, J, H, M, O, R**

Date Last Revised: **MAY, 2000**

C: **ENGLISH 313** D: **STUDIES IN MAJOR WRITERS** E: **E**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description:  
This course is a study of a significant body of literature in English by two major writers whose works are related in significant ways, such as stylistically, historically, or thematically.

<b>G:</b> Allocation of Contact Hours to Types 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: 14	<b>H:</b> Course Prerequisites: Any two 100-level English or CRWR courses as per College calendar; English 200 may be substituted for English 130 as per College calendar.
	<b>I:</b> Course Corequisites: None
	<b>J:</b> Course for which this Course is a Prerequisite: None
	<b>K:</b> Maximum Class Size: 35

**L: PLEASE INDICATE:**

Non-Credit

College Credit Non-Transfer

College Credit Transfer: Requested  Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M:** Course Objectives/Learning Outcomes  
The successful student should be able to

1. recognize the significance of the literary and non-literary or cultural context of a work being studied, such as biographical, historical, mythological, and philosophical contexts;
2. read critically secondary sources, such as criticism and other texts by the same author, as an aid to comprehending the primary text being studied;
3. read critically and independently works or aspects of works not discussed in class;
4. understand the individual works studied in the context of the writer's literary achievement; and
5. formulate a thesis on a given subject in one or more specific works and develop this, using suitable textual evidence.

**N:** Course Content

Selected literary texts (see sample list).  
Selected secondary source materials:

- autobiographical material
- biography
- literary criticism and theory
- cultural and intellectual history
- other arts (music, fine arts, film, etc.)

**O:** Methods of Instruction

- lecture/discussion
- interviews
- group work
- instructor feedback on students' written work

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

Sample reading list:  
Hemingway, *The Snows of Kilimanjaro and Other Stories*  
Hemingway, *A Farewell to Arms*  
Lawrence, *The Fox*  
Lawrence, *Love Among the Haystacks*  
Lawrence, *Lady Chatterley's Lover*

**Q:** Means of Assessment

- A minimum of 15% must be in-class paragraphs or essays.
- A minimum of four evaluations, two of which must be academic essays with a combined value of at least 40% of the course grade.

Writing Competency Bar

A student must achieve a grade of C- or better upon first submission of at least one required essay in order to achieve a grade of better than P in any university-transfer English course.

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

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar