



EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

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

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

New Course		Revision	X
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If Revision, Section(s) Revised: **H, J, M, O, R**

Date Last Revised: **MAY, 2000**

C: ENGLISH 314 D: MAJOR POETS E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
This course is a study of representative works of poetry by two or three major poets writing in English, from at least two different periods.

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

L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit		
<input type="checkbox"/>	College Credit Non-Transfer		
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (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. discern both continuity and change within the body of poetry written in English; 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:

Blake, *Songs of Innocence and Experience*

Plath, *Ariel*

Yeats, *Selected Poetry*

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

Dean/Director

Registrar