

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

| Α. | Division: | INSTRUCTIONAL | EI | rective Date: | | September 2004 | | |
|----|---|---|-------------------------|--|--------|---------------------------------|----|--|
| В. | Department / Program Area: | LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS | Re | evision | X | New Course | | |
| | | | If | Revision, Section(s) | | C , H | | |
| | | | | evised: | | | | |
| | | | | ate of Previous Revision ate of Current Revision | | February 2002 September 2004 | | |
| C: | ENGLISH 2314 | D: | D | ate of Current Revision | • | E: | | |
| | | · | | | | | | |
| | Subject & Course No. Descrip | | tive Ti | ve 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. | | | | | | | |
| G: | Allocation of Contact Hours to Type of Instruction H: Course Prerequisites: | | | | | | | |
| | / Learning Settin | ngs | | | | | | |
| | Primary Method | s of Instructional Delivery and/or | | Any two 1100-level | Englis | sh or CRWR course | :S | |
| | Primary Methods of Instructional Delivery and/or Learning Settings: | | | as per College calendar; English 1200 may be substituted for English 1130 as per | | | | |
| | Domining Sourings. | | | requirements in College calendar. | | | | |
| | Classroom Rela | Classroom Related | | | | | | |
| | Number of Contact Hours: (per week / semester | | I: Course Corequisites: | | | | | |
| | for each descriptor) | | | None | | | | |
| | | • / | | | | | | |
| | 4 | | J: | Course for which this Course is a Prerequisite | | | | |
| | Number of Weeks per Semester: | | | None | | | | |
| | | • | | | | | | |
| | 15 | | K: | Maximum Class Size | e: | | | |
| | | | | 35 | | | | |
| | | | | | | | | |
| L: | PLEASE INDICATE: | | | | | | | |
| | Non-Credit | | | | | | | |
| | College Credit Non-Transfer | | | | | | | |
| | | | Requested Granted X | | | | | |
| | | | | | | 7 X | | |
| | SEE BC TRANS | SFER GUIDE FOR TRANSFER DI | ETAIL | S (www.bccat.bc.ca) | | | | |

| M: | Course Objectives / Learning Outcomes |
|-----------|--|
| | The successful student should be able to 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; read critically secondary sources, such as criticism and other texts by the same author, as an aid to comprehending the primary text being studied; read critically and independently works or aspects of works not discussed in class; discern both continuity and change within the body of poetry written in English; and 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. |
| Cours | se Designer(s) Education Council / Curriculum Committee Representative |
| Dean | / Director Registrar |