



EFFECTIVE: MAY 2010 CURRICULUM GUIDELINES

A.	Division: EDUCATION	Effective Date:	May 2010
B.	Department / Program Area: ENGLISH LANGUAGE, LITERATURE AND PERFORMING ARTS	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	D, F, M, N, O, P, Q
		Date of Previous Revision:	May 2007
		Date of Current Revision:	January 2010

C: ENGLISH 2316 **D:** STUDIES IN BRITISH LITERATURE: Early English through the Renaissance **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description: This course offers an historical survey of representative texts from the beginnings of the English language through to the late seventeenth century. Students will read a variety of works, such as Anglo-Saxon verse, Arthurian romance, medieval comic literature, early religious drama, Shakespearean drama, and both secular and sacred lyric poetry, including sonnets from poets such as Shakespeare, Donne and Milton.								
G: Allocation of Contact Hours to Type 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: 15	H: Course Prerequisites: Any TWO university-transfer first-year English literature courses, <u>or</u> ONE university-transfer first-year English literature course <u>and</u> ONE university-transfer first-year Creative Writing or English writing course.							
	I: Course Corequisites: None							
	J: Course for which this Course is a Prerequisite None							
	K: Maximum Class Size: 35							
L: PLEASE INDICATE: <table><tr><td><input type="checkbox"/></td><td>Non-Credit</td></tr><tr><td><input type="checkbox"/></td><td>College Credit Non-Transfer</td></tr><tr><td><input checked="" type="checkbox"/></td><td>College Credit Transfer:</td></tr></table> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes

Upon completion of any second-year English literature course, the student should

1. be able to use with increased proficiency the skills of literary analysis taught in first-year English courses;
2. be able to recognize the significance of the literary and other contexts (such as biographical, historical, mythological or philosophical) of a work being studied;
3. be able to read critically and use in essays secondary sources (such as criticism or other texts by the same author) as an aid to comprehending the primary text(s) being studied;
4. be able to read critically and independently texts not discussed in class; and
5. be able to formulate a thesis on a given subject in one or more specific works, and to develop this thesis using suitable textual evidence.

Upon completion of English 2316, the student should also have a deeper understanding of

1. the early history of the English language;
2. the range and complexity of English literature of this period; and
3. the relationship between religious, political and social developments and the creation of literature.

N: Course Content:

All second-year English literature courses share the following features:

1. Students are presumed to be proficient in the writing of critical essays on literary subjects.
2. Students are required to read in the course subject area beyond the texts assigned by the instructor or discussed in class.
3. Students are required to incorporate into their oral and written coursework secondary source materials. These may include autobiographical or biographical material; literary criticism or theory; unassigned texts by the author under study; relevant cultural or intellectual history; or other arts, such as music, film, or fine arts.
4. Readings and topics will vary with each instructor's presentation of a course; however, all course materials are consistent with the objectives/outcomes stated above (in section "M").

In English 2316, students will examine

1. The development of early English story-telling culture, from an oral to a literary one;
2. The evolution of over-arching ideas and themes (such as the nature of the hero, the roles and depictions of women, the ideals of kingship and the rise of humanism) in the literature of these centuries;
3. The evolution of the English language as reflected in the literature of these centuries.

Sample reading list

The syllabus for 2316 will typically draw from the following works:

"Caedmon's Hymn"*

*Beowulf**

*Sir Gawain and the Green Knight**

Selections from Chaucer's *Canterbury Tales*

Selections from Julian of Norwich's *Revelations of Divine Love*

Malory's *Le Morte Darthur*, Books 7 and 8

Everyman

Selections of Tudor and Elizabethan lyric poetry, letters and/or essays

A Shakespeare play

Donne, selected poems and meditations

Milton, selected sonnets and books of *Paradise Lost*

*These works available in modern English translation.

A sample textbook list is provided below, in "P."

O:	<p>Methods of Instruction</p> <p>Some or all of the following methods will be used:</p> <ul style="list-style-type: none"> • Lecture/discussion; • Group work; • Peer editing; • Group or individual presentations; • Independent research; • Instructor feedback on students' work; and • Individual consultation.
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Sample textbook list:</p> <p style="padding-left: 40px;">Abrams et al, <i>The Norton Anthology of English Literature, Volumes A and B</i> (current edition)</p> <p style="padding-left: 40px;">Malory, <i>Le Morte Darthur, Books 7 and 8</i> (Derek Brewer, ed.)</p> <p style="padding-left: 40px;">Shakespeare, <i>The Winter's Tale</i> or <i>King Lear</i></p>
Q:	<p>Means of Assessment</p> <ol style="list-style-type: none"> 1. A minimum of two formal academic essays, with a combined total of at least 40% of the course grade. 2. A minimum of two other evaluations. 3. A minimum of 80% of the course grade will be based on writing assignments (essays, essay-based exams, journals, paragraphs). A maximum of 20% of the course grade may be based on informal writing (quizzes, short answer tests); oral reports/presentations; participation/preparation grades; and/or other non writing-intensive assignments. 4. A minimum of 15% of the course grade will be based on in-class writing (essay or exam).
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar