



**Douglas
College**

EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

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

B: Department/ **LANGUAGE, LITERATURE AND** New Course Revision **X**
Program Area: **PERFORMING ARTS**

If Revision, Section(s) Revised: **D, H, M, O, R**

Date Last Revised: **MAY, 2000**

C: ENGLISH 317 D: STUDIES IN BRITISH LITERATURE: E: 3
Enlightenment through World War I

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course is a survey of major representative works of the 18 th and 19 th centuries. A substantial portion of the works studied will be poetry.		
G: 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	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 College calendar.	
	I. Course Corequisites: None	
	J. Course for which this Course is a Prerequisite: None	
	K. Maximum Class Size: 35	
L: PLEASE INDICATE: <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: </div> <div style="margin-right: 10px;">Requested <input type="checkbox"/></div> <div>Granted <input checked="" type="checkbox"/></div> </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

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 work studied in the context of the British literary tradition; 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:

Abrams et al, *Norton Anthology of English Literature, Vol. 2*

Bronte, *Wuthering Heights*

Dickens, *Hard Times*

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

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