



# EFFECTIVE: MAY 2010 CURRICULUM GUIDELINES

<b>A.</b>	Division: <b>EDUCATION</b>	Effective Date:	<b>May 2010</b>
<b>B.</b>	Department / Program Area: <b>ENGLISH LANGUAGE, LITERATURE AND PERFORMING ARTS</b>	Revision	<input checked="checked" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	<b>D, F, M, N, O, P, Q</b>
		Date of Previous Revision:	<b>November 2008</b>
		Date of Current Revision:	<b>January 2010</b>
<b>C:</b>	<b>ENGLISH 2317</b>	<b>D: STUDIES IN BRITISH LITERATURE:</b>	<b>E: 3</b>
		Restoration Era through World War I	

Subject & Course No.		Descriptive Title		Semester Credits						
<b>F: Calendar Description:</b>  This course is a survey of major representative works of the late 17 <sup>th</sup> through the early 20 <sup>th</sup> centuries, studied in the context of the dramatic shifts in British culture following the Renaissance. A significant portion of the readings will be poetry, from the Restoration, Neo-Classical, Romantic and Victorian Periods, and from the beginnings of the 20 <sup>th</sup> Century Modernist era.										
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Classroom Related</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>4</b>  Number of Weeks per Semester:  <b>15</b>	<b>H:</b> 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.									
	<b>I:</b> Course Corequisites:  <b>None</b>									
	<b>J:</b> Course for which this Course is a Prerequisite  <b>None</b>									
	<b>K:</b> Maximum Class Size:  <b>35</b>									
<b>L: PLEASE INDICATE:</b> <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 non-literary or cultural context of a work being studied, such as the biographical, historical, mythological or philosophical context;
3. be able to read critically and use in essays secondary sources, such as criticism and 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 works or aspects of works 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 2317, the student should also have a deeper understanding of

1. the literary principles underlying British poetry;
2. the characteristic aesthetic qualities and world views associated with the literature from each of the eras studied;
3. the cultural shifts within which British literature developed from the late 17<sup>th</sup> century through the early 20<sup>th</sup> century, including intellectual, social, political, economic, and technological changes;
4. the evolution of secular humanism as represented in literature, for example the struggles for women's rights and for the abolition of slavery; and
5. the evolution of Western conceptualizations of the individual, as represented through 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 2317, students will examine:

1. Changing theories about the nature and purpose of poetry (poetics), and about the social role and personal qualities of the poet.
2. The reflection in literature of social issues such as industrialization and urbanization; the rise of the middle class; scientific discoveries and their impact on religious belief and depictions of nature; and changing views of liberty and individual rights, the roles and depictions of women, and social class.

A typical reading list will include works such as:

Swift, *Gulliver's Travels* (selections)

Pope, *Essay on Criticism* (selections)

Periodical essays by writers such as Johnson, Addison, and Steele

Equiano, *Interesting Narrative* (selections)

A selection of Romantic lyric poetry (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats)

A selection of Victorian lyric poetry (Tennyson, Barrett Browning, Browning, Christina Rossetti)

Wilde, *The Importance of Being Earnest*

Conrad, *Heart of Darkness*

A selection of late 19<sup>th</sup>/early 20<sup>th</sup> century poetry (Hopkins, Hardy, Yeats)

A selection of World War I poetry

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

<b>O:</b> Methods of Instruction	<p>Some or all of the following methods will be used:</p> <ul style="list-style-type: none"> <li>• Lecture/discussion;</li> <li>• Group work;</li> <li>• Peer editing;</li> <li>• Group or individual presentations;</li> <li>• Independent research;</li> <li>• Instructor feedback on students' work; and</li> <li>• Individual consultation.</li> </ul>
<b>P:</b> Textbooks and Materials to be Purchased by Students	<p>An anthology of British Literature, such as Abrams et al, <i>Norton Anthology of English Literature</i>, Vols. C, D, E, and F (current edition)</p>
<b>Q:</b> Means of Assessment	<ol style="list-style-type: none"> <li>1. A minimum of two formal academic essays, with a combined value of at least 40% of the course grade.</li> <li>2. A minimum of two other evaluations.</li> <li>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.</li> <li>4. A minimum of 15% of the course grade will be based on in-class writing (essay or exam).</li> </ol>
<b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR	<p>No.</p>

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Course Designer(s)

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Education Council / Curriculum Committee Representative

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Dean / Director

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Registrar