



EFFECTIVE: MAY 2010 CURRICULUM GUIDELINES

A. Division: **EDUCATION** **Effective Date:** **May 2010**

B. Department / Program Area: **ENGLISH LANGUAGE, LITERATURE AND PERFORMING ARTS** **Revision** ☒ **New Course** ☐

If Revision, Section(s) Revised: **F, M, N, O, P, Q**

Date of Previous Revision: **May 2007**

Date of Current Revision: **January 2010**

C: ENGLISH 2319 **D: STUDIES IN BRITISH LITERATURE:** **E: 3**
The History of the British Novel

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course traces the history of the British novel, emphasizing the 18 th and the 19 th centuries.		
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: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

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 2319, the student should also have a deepened understanding of

1. different strategies of narrative development in fiction;
2. the elements of fiction, such as plot, setting, character, and point-of-view;
3. some of the major forms in the history of the British novel, such as picaresque, the epistolary novel, domestic fiction, the novel of manners, and social criticism;
4. patterns of both continuity and change within the genre of the British novel; and
5. the exploration and interpretation of theme, including themes significant to the history of the British novel, such as the relationship between the individual and society.

N: Course Content:

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

- Students are presumed to be proficient in the writing of critical essays on literary subjects.
- Students are required to read in the course subject area beyond the texts assigned by the instructor or discussed in class.
- 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.
- 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 2319, students will examine a selection of novels from the 18th century onward, in order to trace the features and stages of the British novel as an evolving genre within its historical and social contexts.

One sample reading list is provided below, in "P."

O: Methods of Instruction

Some or all of the following methods will be used:

- 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 reading list:</p> <p>Defoe, <i>Robinson Crusoe</i> Austen, <i>Pride and Prejudice</i> Bronte, <i>Jane Eyre</i> Dickens, <i>Great Expectations</i> Hardy, <i>Far from the Madding Crowd</i> Conrad, <i>Nostromo</i> Weldon, <i>The Heart of the Country</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 value 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