



A: Division: ACADEMIC DATE: June 1995

B: Department: English and Communications New Course: _____

Revision of Course
information form: X

DATED: Nov. 1987

C: ENGLISH 101 D: Canadian Literature E: 3
Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description:

This course examines selected works of modern Canadian authors who have made significant contributions to Canadian literature. Students will read works from at least two of the three major genres: fiction, poetry, and drama.

Summary of Revision:
(Enter date & section)

95.06
F, O, P, Q, R

G: Course Prerequisites:

None

G: Type of Instruction: Hours Per Week/

Lecture	<u>4</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	_____	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.

I: Course Corequisites:

None

J: Course for which this course is a pre-requisite:

All second year level English courses

K: Maximum Class Size:

35

TOTAL 4 HOURS

L: College Credit Transfer X

College Credit Non-Transfer _____

M: Transfer Credit:

Requested _____
Granted X

Specify Course Equivalents or Unassigned Credit as Appropriate

U.B.C. - ENGL 101/102/106/109/114/130/151 (any two) - ENGL 100 (3)

S.F.U. - ENGL 221 (3)

U. Vic. ENGL 115 (1.5)

OTHER:

COURSE DESIGNERS

DIVISIONAL DEAN

DIRECTOR/CHAIRPERSON

REGISTRAR

N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):

Sample reading list:

Atwood, The Handmaid's Tale
Laurence, The Stone Angel
Wasserman (ed.), Modern Canadian Plays
Vanderhaeghe, Man Descending

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

Reading

The student will learn the relation between the particulars of a work of literature and the meaning of the whole work by learning to

- 1) read attentively and receptively;
- 2) read with a sensitivity to language, including a recognition and understanding of the difference between denotation and connotation;
- 3) recognize and understand the device of irony;

Depending on the two genres chosen, the student will learn to

- A) recognize and understand in reading fiction analytical concepts such as
 - a) the nature of character, including major and minor characters, round and flat characters, protagonist and antagonist, developing and static characters, and stock and stereotyped characters;
 - b) narrative structure, including various points of view; and
 - c) setting.
- B) recognize and understand in reading poetry elements such as
 - a) figurative language, including metaphor, simile, imagery, and symbolism;
 - b) sonnet structure;
 - c) prosody, including sentence rhythms, voice accent, and rhyme;
 - d) sentence level details;
 - e) persona; and
 - f) allusion.

O. COURSE OBJECTIVES (cont'd)

- C) recognize and understand in reading drama elements such as
- a) dialogue, monologue, and soliloquy;
 - b) character; and
 - c) structure, including plot, multiple plot, conflict, and exposition.

Writing

The student will learn the process of writing a critical essay on a portion of a work, a whole work, or more than one work of literature by learning to

- 1) pre-write by using devices such as informal and formal outlines;
- 2) develop an essay through multiple drafts and respond effectively to commentary on his or her written work;
- 3) develop and use a thesis;
- 4) develop a unified and coherent essay;
- 5) comprehend the nature of literary evidence and use this type of evidence effectively and correctly; and
- 6) write with a thematic focus.

P. COURSE CONTENT

Selected literary texts (see sample list)

A significant portion of the course will be devoted to instruction in writing critical essays on literary subjects.

Q. METHOD OF INSTRUCTION

Some or all of the following methods will be used

- lecture/discussion
- interviews
- group work and peer editing
- commentary on student's written work

R. COURSE EVALUATION

- A minimum of two academic essays, with a combined value of at least 40% of the course grade.
- At least three other evaluations, such as writing assignments, tests, and oral reports.
- At least 15% of the course grade will be based on in-class writing.

A student must achieve a grade of C- or better (on first submission) on at least one of the academic essays in order to achieve a grade of better than P for the course.

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