



CURRICULUM GUIDELINES

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

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

English and Communications | | | | **X**

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

Date Last Revised: **JUNE 1995**

C: ENGLISH 102 D: MAJOR THEMES IN LITERATURE E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
This course examines at least one central theme in literature, such as crime and punishment, quest, paradise lost, and the individual and society. Students will read works from at least two of the major genres: fiction, poetry, and drama.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Classroom related</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites: A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College Calendar</p>
	<p>I: Course Corequisites: None</p>
	<p>J: Course for which this Course is a Prerequisite: In combination with another 100-level English or CRWR course or with English 200 (as per College calendar requirements), this course is a prerequisite for any 300-level English course.</p>
	<p>K: Maximum Class Size: 35</p>

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer: Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

Reading

The successful student should be able 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 successful student should be able 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) prosody, including sentence rhythms, voice accent, and rhyme;
 - c) sentence level details;
 - d) persona; and
 - e) allusion.
- 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 successful student should be able 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 a critical essay, with a thematic focus, on a portion of a work, a whole work, or more than one work of literature.

N: 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.

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 • interviews • group work and peer editing • instructor feedback on students' written work
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Sample Reading List (theme - marriage):</p> <p>Ibsen, <u>A Doll's House</u></p> <p>Ross, <u>As for Me and My House</u></p> <p>Rule, <u>Desert of the Heart</u></p> <p>Shakespeare, <u>Much Ado About Nothing</u></p> <p>Shields/Howard, <u>A Celibate Season</u></p>
Q:	<p>Means of Assessment</p> <ul style="list-style-type: none"> • 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. <p><u>Writing Competency Bar</u></p> <p>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.</p>
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

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