



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: Education Effective Date: September 2004

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

If Revision, Section(s) Revised: C, J
 Date of Previous Revision: June 1995
 Date of Current Revision: September 2004

C: ENGLISH 1106 **D: STUDIES IN FICTION** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course emphasizes the close reading of novels and short stories, principally from the modern period. Students will read at least three different kinds of fiction, such as realistic fiction, fantasy, science fiction, romance, or allegory.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar
	Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Related	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 4	J: Course for which this Course is a Prerequisite In combination with another 1100-level English or CRWR course or with English 1200 (as per College calendar requirements), this course is a prerequisite for any 2300-level English course.
	Number of Weeks per Semester: 15	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 OutcomesReading

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;
- 4) recognize and understand 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;
- 5) recognize and understand elements of narrative structure, including various points of view; and
- 6) recognize and understand the use of setting.

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: Methods of Instruction

Some or all of the following methods will be used:

- lecture/discussion
- interviews
- group work and peer editing
- instructor feedback on students' written work

P: Textbooks and Materials to be Purchased by Students

Sample reading list:

Chekhov, Ward Six and Other Stories

Conrad, The Secret Agent

Dostoevsky, Great Short Works

Faulkner, Light in August

Hawthorne, The Scarlet Letter

Orwell, Animal Farm

Q: Means of Assessment

- 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.

Writing Competency Bar

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.

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