

A: Division: ACADEMIC **DATE:** June, 1995
B: Department: English and Communications **New Course:** _____

Revision of Course
information form: X
DATED: November, 1987
C: ENGLISH 114 **D: Studies in Poetry** **E: 3**
 Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description:

This course emphasizes the close reading of poetry, principally from the modern period. Students will study a variety of poets, as well as multiple works of selected poets.

Summary of Revision:
 (Enter date & section)

95.06

F, O, P, Q, R

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.

TOTAL 4 **HOURS**
L: College Credit Transfer X
College Credit Non-Transfer _____

G: Course Prerequisites:

None

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

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 102 (3)

U.Vic. = Engl (1.5) 100 level)

OTHER:

COURSE DESIGNERS

DIRECTOR/CHAIRPERSON

DIVISIONAL DEAN

REGISTRAR

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

Sample Reading List:

Hunter (ed.), The Norton Introduction to Poetry

Dickinson, Emily Dickinson

Yeats, Selected Poems

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;
- 4) recognize and understand 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**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

- reading aloud of poetry by students, with at least the instructor as audience
- 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.