



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2004**

B.

If Revision, Section(s) Revised: **C, J**
 Date of Previous Revision: **February 2002**
 Date of Current Revision: **September 2004**

C: **ENGLISH 1102** D: **MAJOR THEMES IN LITERATURE** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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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.		
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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: A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College Calendar I: Course Corequisites: None J: Course cale (and/or requirements), this course is a prerequisite for any 2300 -level English course. K: Maximum Class Size: 35	
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L: PLEASE INDICATE:

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.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

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