

M: Course Objectives / Learning Outcomes

Upon completion of any first-year English literature course, the successful student should be able to

1. read receptively and reflectively, with sensitivity to the subtleties of language;
2. recognize and understand literary devices;
3. practice writing as a process involving pre-writing, drafting, revising and editing;
4. write an essay of literary analysis that develops an interpretive thesis supported by appropriate and correctly cited evidence; and
5. give and receive constructive criticism about written work.

Upon completion of English 1101, the successful student should also be able to understand

1. some of the wide variety of themes and focuses in Canadian writing, such as immigrant experiences, ethnic heterogeneity, post colonialism, regional diversity, and relationships with the natural environment;
2. the shifting nature of Canadian identity and of the Canadian literary canon; and
3. the positioning of Canadian literary culture(s) in global contexts.

N: Course Content:

All first-year English literature courses share the following features:

1. Students are instructed in the writing of critical essays on literary subjects.
2. Students are taught to recognize and understand a variety of literary devices and textual elements, such as metaphor, symbolism, distinctions between author and narrator/narrating persona, and issues of language and of structure, as appropriate to the genres and texts studied.
3. Readings and topics vary among sections of the same course, according to each instructor's selection; however, all course materials are consistent with the objectives/outcomes stated in section "M." A sample reading list is provided in section "P."

In English 1101, students will examine works in at least two of the following genres:

1. Fiction (novels and/or short stories)
2. Non-fiction (personal essays, memoir, journals/diaries, travel literature)
3. Drama
4. Poetry

O: Methods of Instruction

Some or all of the following methods will be used:

1. Lecture/discussion
2. Group work
3. Peer editing
4. Instructor feedback on students' work
5. Individual consultation

P: Textbooks and Materials to be Purchased by Students

Sample reading list:

Atwood, *Oryx and Crake*

Choy, *The Jade Peony*

Highway, *Dry Lips Oughta Move to Kapuskasing*

Selvadurai, *Funny Boy*

Coursepack, including personal essays and travel literature, short stories, and poetry

Q: Means of Assessment

1. A minimum of two formal academic essays, with a combined value of at least 40% of the course grade.
2. A minimum of 80% of the course grade will be based on writing assignments (essays, essay-based

exams, journals, paragraphs). A maximum of 20% of the course grade may be based on informal writing (quizzes, short answer tests); oral reports/presentations; participation/preparation grades; and/or other non writing-intensive assignments.

3. A minimum of 15% of the course grade will be based on in-class writing (essay or exam).

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