

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 on written work.

Upon completion of English 1109, the successful student should be able to recognize and understand,

1. in reading fiction,
 - different strategies of narrative development in fiction;
 - elements of fiction, such as plot, setting, character, and point-of-view;
 - the features and concepts of genre in fiction; and
 - the interpretive elements of themes in fiction.

2. in reading poetry,
 - common poetic forms, such as the ballad or sonnet;
 - emotional tone, including irony;
 - figurative language, such as metaphor and symbolism;
 - diction, including the differences between denotative and connotative meaning;
 - prosody, including sentence rhythms, metre and rhyme;
 - sentence level details of grammar and syntax;
 - the difference between poet and speaker; and
 - literary allusions.

3. in reading drama,
 - the nature of character;
 - components of structure, including plot and sub-plot, exposition and conflict;
 - dialogue, monologue and soliloquy;
 - stagecraft;
 - performance; and
 - the influence of an audience on the play.

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."

<p>In English 1109, students will examine works in three literary genres:</p> <ol style="list-style-type: none"> 1. Fiction (novels and/or short stories) 2. Drama 3. Poetry
<p>O: Methods of Instruction</p> <p>Some or all of the following methods will be used:</p> <ol style="list-style-type: none"> 1. Lecture/discussion 2. Group work 3. Peer editing 4. Instructor feedback on students' work 5. Individual consultation
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Sample reading list:</p> <p>Beckett, <i>Waiting for Godot</i> Geddes (ed.), <i>Twentieth Century Poetry and Poetics</i> Hardy, <i>Tess of the d'Urbervilles</i> Munro, <i>The Progress of Love</i> Shaw, <i>Saint Joan</i> DiYanni (ed.), <i>Literature: Reading Fiction, Poetry, Drama, and the Essay</i></p>
<p>Q: Means of Assessment</p> <ol style="list-style-type: none"> 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).
<p>R: 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