

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 170		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Topics in Literature <b>Course Short Title:</b> Topics in Literature <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English															
<b>Calendar Description:</b> Students will study literature and related texts and media, in the context of a theme, issue, or topic that will vary with the instructor.  Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.																	
<b>Prerequisites (or NONE):</b>		One of the following: (English Studies 12, English First Peoples 12, English 12, or English Literature 12 with a final grade of B or better), (CMNS 099 or ENGL 099 with a grade of C or better), (ENGL 081 or ENGL 091 with a grade of C+ or better), ESL WG84 with a grade of C+ or better, (university-level English or Communications course with a C- or better), CPT score of 48 or better, LPI minimum score of 30/40 or level 5 in the essay section, or (TOEFL [Test of English as a Foreign Language] score of 570 or better [or 230 if computer-based score] plus a minimum TWE [Essay] score of 4.0 or TOEFL IBT score of 88, with no section below 20).															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	20	Tutorials/workshops	25	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		<b>Maximum enrolment (for information only): 36</b> <b>Expected Frequency of Course Offerings:</b> Every Semester <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Melissa Walter		<b>Date approved:</b> September 2019															
<b>Faculty Council approval</b>		<b>Date approved:</b> October 11, 2019															
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> October 11, 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> March 20, 2020															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> April 24, 2020															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Identify and use techniques of argument and analysis.
- Summarize and paraphrase the argument of a given text or speaker.
- Recognize relevant cultural constructions.
- Explain various perspectives on the course theme or topic expressed in the selected texts.
- Interpret the effects of elements or aspects of the text, such as tone, figurative language, diction, structure, genre, in relation to the course topic or theme.
- Contextualize course texts in relation to the theme, topic, or issue of the course.
- Synthesize perspectives from more than one discipline.
- Make arguments about the significance of course texts in the context of the theme, topic, or issue of the course.
- Demonstrate competence in scholarly conventions of syntax, grammar, punctuation, and spelling, including the integration of quotations.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Classes will consist of lectures and seminars, plus some selection or combination of video screenings, audio recordings, slide shows, or field trips.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Highway, Tomson	<i>The Rez Sisters</i>	<input checked="" type="checkbox"/>	Fifth House	1988
2. Moses, Daviel David and Terry Goldie, eds.	<i>An Anthology of Canadian Native Literature in English</i>	<input checked="" type="checkbox"/>	Oxford UP	2005
3. Taylor, Drew Hayden	<i>The Baby Blues</i>	<input checked="" type="checkbox"/>	Talon Books	1999
4. Francis, Daniel	<i>The Imaginary Indian: The Image of the Indian in Canadian Culture, 2<sup>nd</sup> ed.</i>	<input checked="" type="checkbox"/>	Arsenal	2011

**Typical Evaluation Methods and Weighting**

Final exam:	15%	Assignments:	55%	Midterm exam:	20%	Portfolio:	%
Quizzes/tests:	10%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):** Assignments include a Journal and Final Essay

**Typical Course Content and Topics****Example for ENGL 170D, Indigenous Canadian Writing**

Week 1: What does Canadian Literature mean to you? What does Indigenous Literature Mean to you?

Marilyn Dumont- *This Land is Not* (handout)

Jeanette Armstrong, "History lesson" (Moses & Goldie, p. 228)

Basil Johnson- "The Prophecy" (M & G, p. 90)

Weeks 2-3: Imaginary Indian; Representation of Indigenous Peoples in Canada; Awareness of Residential Schools

Armstrong essay (M & G, p. 242)

Imaginary Indian, Forward and Introduction (pp. 11-44)

Indian Act and Amendments

Film: *Savage*

Art viewing: Monkman

Week 4: Tomson Highway and Canadian Theatre

*The Rez Sisters*

Week 5: Orature

Basil Johnson—"On Generation From Extinction" (M & G, 90)

Share family story

Week 6: Survival // the West, the Frontier

Harry Robinson, "Captive in an English Circus" (M & G, p. 58)

E. Pauline Johnson, "The Cattle Thief" (M & G, p. 35)

Martin Martin, "We, the Inuit, Are Changing" (M & G, p. 51)

The Imaginary Indian, p. 61-86, "Red Coats and Red Skins"

Week 7: Stereotypes

The Imaginary Indian pp. 144-172, "Indians of Childhood"

Week 8: Contemporary Canadian Theatre and comedy / Comedy, hybridity, and stereotypes

Drew Hayden Taylor, *The Baby Blues*

D. H. Taylor, "Pretty Like a White Boy" (M & G p. 504)

Week 9: Feminism and Indigenous Women / Class issues and Colourism

Beth Cuthand, "Post-Oka Kinda Woman" (M & G p. 255)

Jeanette Armstrong, "Indian Woman" (M & G p. 231)

Marie Annharte Bake, "Raced Out to Write this Up" (M & G p. 180)

Week 10: Adoption and Foster Care

Beatrice Mosionier, "From April Raintree" (M & G p. 281)

Richard Wagamese, "From Keeper n' Me"

Weeks 11-13: Contemporary Youth Voices

Hip Hop—Christie Lee Charles, Jerlyn Webster, Rapture Rising

Jordan Wheeler, performance and poetic voice

"wanna be" & Occupied Territory

Emma Lee Warrior, "Compatriots" (M & G p. 170)

Harold Cardinal, "A Canadian What the Hell It's All About" (M & G p. 205)

The art of Lawrence Paul

The Imaginary Indian, "Celebrity Indians and Plastic Shamans" pp. 109-144

The Imaginary Indian, "Marketing the Imaginary Indian," pp. 172-190

The Imaginary Indian, pp. 193-224

### Example for ENGL 170C, Understanding Comics

Week 1: What are Comics?

McCloud, *Understanding Comics*, Ch. 1

Misc. comics, online.

Week 2: The Golden Age and the Comics Code

Saladin Ahmed, "How Censors Killed the Weird, Experimental, Progressive Golden Age of Comics" (online)

Week 3: Images, Icons and the Vocabulary of Comicx

*Archie*: Vol 1.

*Understanding Comics*, Ch. 2

Week 4: Superheroies and Marvel Zombies

*Ms. Marvel* Vol. 1: No Normal

Jonathan Lethem, "My Marvel Years" (online)

Week 5: The Superhero, Revised & The Comics Page

*Watchmen*, Chps. 1-4

*Understanding Comics*, Ch. 3

Week 6: Villains & Time and Frame

*Watchmen*, Chs. 7-9

*Understanding Comics*, Ch. 4

Week 7: American Splendour, Underground Comics

Film Excerpt, *American Splendour*

*Understanding Comics*, Ch. 5

Weeks 8-9: Autobiography and Comics

Bechdel, *Fun Home*

*Understanding Comics*, Ch 6

Weeks 10-11: The Comics Audience; Coming of Age

Tamaki and Tamaki, *This One Summer*

*Understanding Comics*, Chs. 7-8

Weeks 12-13: Contemporary Comics and Web Comics

*Best American Comics* 2015

*Hark a Vagrant, Hyperbole and a Half* (online)