

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: English IMPLEMENTATION DATE: June 1977

Revised: June 1995

English 110	Introduction to Poetry and the Short Story	3
SUBJECT/NUMBER OF COURSE	DESCRIPTIVE TITLE	UCFV CREDITS

CALENDAR DESCRIPTION: An introduction to 20th century poetry and short stories. Students will be encouraged to read poems and stories carefully and to discuss them freely and fully. Students will learn how to write about poetry and short stories critically.

RATIONALE:

COURSE PREREQUISITES: CPT score of 48 or better, or a grade of C or better in ENGL 101, or C+ in CCP ENGL 081 or 091, or success in a previous university-transfer English course.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	45	hrs	Student Directed	
	Laboratory		hrs	Learning	hrs
	Seminar		hrs	Other - specify:	
	Field Experience		hrs		hrs
				TOTAL	45

MAXIMUM ENROLMENT: 35

Is transfer credit requested? : Yes **9** No

AUTHORIZATION SIGNATURES:

Course Designer(s): Jim Andersen Chairperson: _____

Curriculum Committee

Department Head: _____ Dean: J.D. Tunstall

PAC: Approval in Principle _____ PAC: Final Approval: _____
(Date) (Date)

OUT

English 110

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SYNONYMOUS COURSES:

(a) replaces _____
(course #)

(b) Students taking English 110 should not plan to take English 150 for transfer credit.

SUPPLIES/MATERIALS:

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS:

Bohner, Charles H., ed. Short Fiction: Classic and Contemporary, 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, 1994.

Geddes, Gary, ed. 20th Century Poetry & Poetics, 3rd ed. Toronto: Oxford University Press, 1985.

Griffiths, Kelly. Writing Essays About Literature: A Guide and Style Sheet, 3rd ed. San Diego: Harcourt Brace Jovanovich, 1994.

OBJECTIVES:

The aim of English 110, as of the other first-year English literature courses at the University College of the Fraser Valley, is threefold: students ought to learn something about reading selected modern short stories and poems well — that is, with an eye as sensitive to the underlying structures and themes as it is to the richness of surface detail; students ought to learn something about talking about stories and poems in genuinely critical and constructive ways — ways that will actually throw light on what the stories and poems mean; and students ought to learn something about writing about literature clearly and with critical insight.

METHODS:

Lectures, discussions, seminars on course material.

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STUDENT EVALUATION PROCEDURE:

Students will be graded on tests, essays, classroom presentations and participation. Individual instructors will differ in the weight they give to various activities, but not less than 50% of the grade will be awarded for literary essays. A typical evaluation procedure would include:

2 or 3 essays	30%
Term paper	20%
1 or 2 tests	10%
Oral report	5%
Journal	10%
Participation	10%
Final examination	15%

COURSE CONTENT

Ordinarily, one textbook on the art of practical writing is assigned, and anywhere up to twenty percent of course time is devoted to the principles and practice of writing well. In addition to the composition handbook, one anthology of modern poetry and one of short stories are assigned, and course time devoted to literature should be divided more or less equally between them.