

COURSE IMPLEMENTATION DATE:	<u>September 2006</u>
COURSE REVISED IMPLEMENTATION DATE:	<u>September 2013</u>
COURSE TO BE REVIEWED:	<u>September 2019</u>
<i>(six years after UEC approval)</i>	<i>(month, year)</i>

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ENGL 255	College of Arts - English	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Women's Writing: 1660 to 1900	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course is a historical survey that follows the development of women's writing from 1660 to 1900. It will include major authors such as Aphra Behn, Mary Wollstonecraft, and the Brontës, as well as lesser-known writers.

PREREQUISITES: **Any two 100-level English courses, ENGL 105 or higher**

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces: N/A

(b) Cross-listed with: N/A

(c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>35</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify): discussion	<u>10</u>	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 36

Expected frequency of course offerings: Once every two years
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☒ Yes ☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☒ Yes ☐ No

Course designer(s): Jocelyn Coates (reviewed by John Pitcher)

Department Head: John Pitcher

Date approved: April 29, 2013

Supporting area consultation (CWC)

Date of meeting: n/a

Curriculum Committee chair: Tetsuomi Anzai

Date approved: May 10, 2013

Dean/Associate VP: Jacqueline Nolte

Date approved: May 10, 2013

Undergraduate Education Committee (UEC) approval

Date of meeting: June 21, 2013

LEARNING OUTCOMES:

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

1. Discuss significant developments in women's writing during the period.
2. Demonstrate knowledge of the dominant genres and representative works of women's writing from this period.
3. Apply feminist interpretive frameworks to the analysis of women's writing.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Demonstrate knowledge of social and historical contexts relevant to course materials
7. Recognize personal responses to literature and discuss how literature evokes affective responses.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

The standard format will involve lecture and discussion

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Sandra M. Gilbert and Susan Gubar, eds. *The Norton Anthology of Literature by Women: The Traditions in English*. Second ed. New York: W. W. Norton, 1996.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

In-class exercises:	10%
Essay 1:	20%
Mid-term exam:	20%
Essay 2:	20%
Final exam:	30%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

The course is set up as a historical survey with recurrent themes.

Week 1:	Introduction to the course
Week 2:	Utopian worlds/practical realities: Margaret Cavendish, <i>The Blazing World</i>
Weeks 3-4:	Marriage and class constraints: 17th- and 18th-century poets
Weeks 5-6:	Literary and sexual freedom: Aphra Behn, <i>The Rover</i>
Week 7:	Mid-term exam
Week 8:	Advances in rights and education: Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i>
Weeks 9-11:	Madness and rebellion: Charlotte Brontë, <i>Jane Eyre</i>
Week 12:	Coda: Charlotte Perkins Gilman, selected stories and essays
Week 13:	Review