

COURSE IMPLEMENTATION DATE: September 2006
 COURSE REVISED IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: February 2010
 (Four years after UPAC Final Approval Date) (MONTH YEAR)

OFFICIAL 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 and the material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT:	Faculty of Arts & Applied Arts	
ENGL 263		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Life Writing	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will introduce students to life writing in English in the context of ethnicity, gender, sexuality, and community.

PREREQUISITES: **Any two 100 level English courses – ENGL 105 or higher.**
 COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM: 45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 30 Hrs	HOURS PER DAY: _____
Seminar: 15 Hrs	
Laboratory: _____ Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Other (Specify): _____ Hrs	

MAXIMUM ENROLLMENT:	36
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Once every two years
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Dana Landry	Chairperson: _____ Raymond Welch (Curriculum Committee)
Department Head: _____ Jim Andersen	Dean: _____ Eric Davis
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: February 3, 2006

ENGL 263
COURSE NAME/NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students will be introduced to the idea of how the “self” is constructed in the process of writing. Students will gain an understanding of narrative features that distinguish autobiography from fiction and characterize autobiography as a set of genres reflecting complex relationships between memory, individual and collective experience, authority, and textual presentation. Students will gain tools for analysis of the relationships between individuals and the social systems of which they are a part.

METHODS:

Format will include lecture, seminar, and class discussion.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) Yes No

METHODS OF OBTAINING PLAR:

Portfolio evaluation.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Fred Wah, *The Diamond Grill*, New West Press
Michael Ondaatje, *Running in the Family*, Random House
Maria Campbell, *Half Breed*, Formac Publishing
Emily Carr, *Hundreds and Thousands (excerpts)*, Irwin Publishing
Elsbeth Cameron, *No Previous Experience: A Memoir of Love and Change*, Viking/ Penguin Publishing

A selection of Academic text may include:

Buss, Helen M. “Introduction” *Mapping Our Selves*. Montreal: McGill-Queens University Press 1993: 3-31
Eakin, Paul John. “Relational Selves Relational Lives: Autobiography and the Myth of Autonomy.” *How our Lives Become Stories*. Ithica: 1999: 43-98
Kadar, Marlene. “Coming to Terms with Life –Writing-from Genre to Critical Practice.” *Essays on Life-Writing: From Genre to Critical Practice*. Toronto: University of Toronto Press, 1992: 3-16

SUPPLIES / MATERIALS:

No unusual supplies needed.

STUDENT EVALUATION:

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

Critical Responses (5) (200 words each)	15 %
Article Summaries (3) (500 words each)	20
Short Essay (1000-1200 words)	15
In Class Essay	25
Long Essay (2000 – 2500 words)	5
Oral Presentation	100 %
Total	

COURSE CONTENT:

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

Week 1: What is autobiography? What are some of the issues it raises?
Week 2: Autobiography as genre. How does it differ from fiction?
Week 3: Construction of self and other in autobiography.
Week 4: Wah (prose, poetry).
Week 5: Wah (language, ethnicity, the hyphen)
Week 6: Ondaatje (prose poetry, diary)
Week 7: Campbell (prose)
Week 8: Campbell (ethnicity, gender, socio-economic status)
Week 9: Carr (diary, journal)
Week 10: Carr (gender, place, and space)
Week 11: Cameron (prose)
Week 12: Cameron (gender, sexuality, institution)
Week 13: So what does it all mean? Applications to daily and scholarly life.