

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED:
(Four years after implementation date)

[September 2003]
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[September 2007]

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 - English	
English 309		4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Topics in Renaissance Literature	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course introduces students to writers and Literature of the 16th & 17th Centuries
(excluding Shakespeare & Milton).

PREREQUISITES: **Any two second year English courses.**
COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	(Department/Program)
(b) Cannot take: _____ For further credit. (Course #)	(Department/Program)

TOTAL HOURS PER TERM:	60	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS		LENGTH OF COURSE: _____
Lectures:	30 Hrs	HOURS PER DAY: _____
Seminar:	30 Hrs	
Laboratory:	Hrs	
Field Experience:	Hrs	
Student Directed Learning:	Hrs	
Other (Specify):	Hrs	

MAXIMUM ENROLLMENT:	25
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Once every four years
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input checked="" 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):	Lisa Storozytsky	Chairperson:	Jim Andersen (Curriculum Committee)
Department Head:	Jim Andersen	Dean:	Virginia Cooke
PAC Approval in Principle Date:		PAC Final Approval Date:	January 29, 2003

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Familiarity with major and ancillary writers, and with the verse and prose genres of the Renaissance. Topics may be based on writers, genres or themes. The course is complementary to other Renaissance offerings such as Shakespeare, Tudor & Jacobean Drama, and Milton.

METHODS:

Lecture, Seminar, Student Presentations

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR

☒ Yes

☐ No

METHODS OF OBTAINING PLAR:

Course may be challenged. Alternative methods will be looked at on a case-by-case basis.

TEXTBOOKS, REFERENCES, MATERIALS:

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

For a section focusing on Renaissance women writers:

Texts: Texts may include several of the following:

Renaissance Drama by Women: Texts and Documents, ed. S.P. Cerasano and Marion Wynne-Davis (1986).

The Paradise of Women: Writings by Englishwomen of The Renaissance, Betty Travitsky (1989).

The Triumph of Death and Other Unpublished and Uncollected Poems by Mary Sidney, Countess of Pembroke, ed G.F. Waller (1977).

The Collected Poetry of Aphra Behn, ed. Germaine Greer.

Oronooko, or ***The Rover***, by Aphra Behn.

English 309 Course pack containing selected writings by women such as:

Queen Elizabeth I, Aemilia Lanyer, Anne Bradstreet, Lady Mary Wroth, Margaret Cavendish, Katherine Philips, Anne Halkett, Mary (Sidney) Herbert, Mary Astell, Lady Mary Wortley Montagu (and others).

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Oral Presentation	20%
Short Essay	20%
Long Essay	30%
Final Exam	<u>30%</u>
	100%

COURSE CONTENT:

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

In a section on women writers students will examine texts which, although generally dismissed or ignored for four centuries, have been demonstrated to have literary value in their own right, as well as contribute to a fuller appreciation for and understanding of Renaissance Literature and History.

Classroom work includes close textual analysis; discussion of the writers themselves and their lives (often reflected in the topics and issues treated in the literature); examination of the environment (social, cultural, political, religious, familial, patriarchal) in which early women writers worked, and its effect on their literary production; comparison of these writers with their male counterparts; Renaissance reception and/or censorship of these texts; and current critical and theoretical approaches to reading them.