

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: English **IMPLEMENTATION DATE:** Sept. 1993

Revised: _____

English 310	Elizabethan and Jacobean Drama	4
SUBJECT/NUMBER OF COURSE	DESCRIPTIVE TITLE	UCFV CREDITS

CALENDAR DESCRIPTION: This course will survey Elizabethan and Jacobean Drama, excluding Shakespeare's plays.

RATIONALE: Developed in partnership with Simon Fraser University.

COURSE PREREQUISITES: Any two second-year level English courses.

COURSE COREQUISITES: None

HOURS PER TERM FOR EACH STUDENT	Lecture 30 hrs Laboratory hrs Seminar 30 hrs Field Experience hrs	Student Directed Learning hrs Other - specify: hrs TOTAL 60 HRS
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MAXIMUM ENROLMENT: 25

Is transfer credit requested? 9 Yes : No

AUTHORIZATION SIGNATURES:

Course Designer(s): Allan McNeill _____ Department Head: Allan McNeill _____ PAC: Approval in Principle _____ (Date)	Chairperson: D. Gibson Curriculum Committee Dean: J.D. Tunstall _____ PAC: Final Approval: March 25, 1998 (Date)
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NAME & NUMBER OF COURSE

SYNONYMOUS COURSES:

(a) replaces N/A
(course #)

(b) cannot take N/A for further credit
(course #)

SUPPLIES/MATERIALS:

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS:

To be selected by instructor.

OBJECTIVES:

1. Students will appreciate the plays by such dramatists as Kyd, Marlowe, Dekker, Jonson, and Webster as examples of their genre and period.
2. Students will understand the interrelation of theatrical conditions, literary tradition, social and moral assumptions which form the background to these plays.

METHODS:

Lecture/seminar/audio-visual material.

STUDENT EVALUATION PROCEDURE:

Assignments (2 essays)	35%
Midterm	20%
Seminar	15%
Final exam	30%

English 310

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COURSE CONTENT

Lectures and seminars will focus on the following: the background of each play and its author, dramatic narrative and sequence; character — its creation and uses; these — visualized and verbalized; and how Elizabethan and Jacobean plays belonging to the same genre differ in their techniques, preoccupations, and ethical perceptions.