

COURSE IMPLEMENTATION DATE:	January 2000
COURSE REVISED IMPLEMENTATION DATE:	January 2007
COURSE TO BE REVIEWED:	September 2010
(Four years after UPAC Final Approval Date)	(MONTH YEAR format)

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 333		4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Nineteenth-Century British Novelists	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will explore novels written by such major authors as Austen, Scott, Gaskell, Thackeray, Dickens, Trollope, the Brontës, George Eliot, Hardy, Gissing, and George Moore.

PREREQUISITES: **Any two 200 level English courses**

COREQUISITES: **None**

SYNONYMOUS COURSE(S)

(a) Replaces:		SERVICE COURSE TO:
	(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 three 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:	
Course Designer(s):	Chairperson:
Allan McNeill	Raymond Welch (<i>Curriculum Committee</i>)
Department Head:	Dean:
Jim Andersen	Eric Davis
UPAC Approval in Principle Date:	UPAC Final Approval Date: September 29, 2006

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LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Students will demonstrate knowledge of the style, structure, and content of the works on the reading list.
2. Students will demonstrate knowledge of the social, political, and cultural issues of the period.
3. Students will demonstrate a general understanding of what the nineteenth century (as it pertains to fiction) signifies in the history of English literature.

METHODS:

Lecture/Seminar format with some audio/visual supplementation.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

Portfolio Assessment.

TEXTBOOKS, REFERENCES, MATERIALS:

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

A selection of novels will be chosen from the works of Jane Austen, Sir Walter Scott, Elizabeth Gaskell, William Thackeray, Charles Dickens, Anthony Trollope, Emily Brontë, Charlotte Brontë, Anne Brontë, George Eliot, Thomas Hardy, George Gissing, and George Moore.

SUPPLIES / MATERIALS:**STUDENT EVALUATION:**

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

1 short essay (5 - 7 pages)	20%
1 long essay (8 - 10 pages)	30%
1 seminar presentation	20%
1 final exam	30%

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COURSE CONTENT:

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

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us.”

Dickens’s opening sentence of *A Tale of Two Cities* suggests the contradictions and turmoil of nineteenth-century Britain, a period of unprecedented economic, religious, and social change. The novel, as it developed under the major novelists, describes these changes not as they were recorded in parliament, but as they were inscribed on the personal lives of the people around them. Such issues as land and power, class and individuality, personal and public identity, among others, drive these authors’ voices as they develop the medium to express their concerns.

Weekly Schedule:

Week 1	Introduction and Background Mary Wollstonecraft’s <i>A Vindication of the Rights of Woman</i>
Weeks 2-3	<i>Pride and Prejudice</i> Lecture: Marriage à la Mode: Austen’s Dialogue with Wollstonecraft
Weeks 4-6	<i>Wuthering Heights</i> Brontë video Lecture: Lockwood’s Significance as the Framing Narrator Seminar Presentations First Essay Due
Weeks 7-8	<i>Hard Times</i> Dickens video Lecture: Dickens’s Critique of Utilitarianism: Fair or Foul? Seminar Presentations
Weeks 9-10	<i>Mill on the Floss</i> Eliot video Lecture: Maggie’s Conflict: “. . . the shifting relation between passion and duty” Seminar Presentations
Weeks 11-13	<i>The Mayor of Casterbridge</i> Hardy video Lecture: Henchard, a Tragic Figure? Seminar Presentations Final Essay Due
Exam Period	Final Exam