

COURSE IMPLEMENTATION DATE: September 2010
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: February 2014
(four years after UPAC approval) (month, year)

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 403	Faculty of Arts - English	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Seminar in Major Authors	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This advanced seminar focuses on the work of a major author in light of a selected set of theoretical or historical issues. Readings are chosen from the author's work and related texts in order to best pursue the course topic. Students will develop their presentation skills, will engage in in-depth class discussion of the course materials, and will write an independently researched final paper.

Note: The specific focus of study is denoted with a letter designation (i.e. ENGL 403C). Students may take ENGL 403 twice for credit as long as the letter designation differs, but may not take it more than twice to meet English major, minor, or extended minor requirements.

PREREQUISITES: Any two 300-level English courses.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures: 20 Hrs
 Seminar: 40 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 20

Expected frequency of course offerings: Every other year

(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): Melissa Walter

Department Head: John Carroll

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: John Carroll

Dean/Associate VP: Jacqueline Nolte

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: February 5, 2010

Date of meeting: February 12, 2010

Date approved: February 12, 2010

Date approved: February 12, 2010

Date of meeting: February 26, 2010

LEARNING OUTCOMES:

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

1. Demonstrate independence in critical reading and thinking.
2. Identify and discuss the key terms of the critical discourse on which the seminar focuses.
3. Negotiate interpretive disagreement assertively and respectfully in the class context and in writing.
4. Position their literary arguments in the existing national and international critical discourse.
5. Write sophisticated analyses of literary texts.
6. Demonstrate advanced research and writing skills.
7. Effectively present a research paper and respond to questions.
8. Ask relevant questions about someone else's presentation.

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

Lecture, facilitated discussion, student-led discussion, student presentations; individual assistance in producing a seminar and a research essay.

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:]

- Individual texts or selected plays in Arden, Oxford, or other scholarly edition.
- Course Pack with additional primary and secondary sources.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Short textual analysis paper	20%
Seminar presentation	20%
Research essay	50%
Class participation	10%

COURSE CONTENT:

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

ENGL 403C – Shakespeare

Week 1	Introduction
Week 2	Theorizing the Space of the Forest
Week 3	Fairies and Animals
Week 4	A Midsummer Night's Dream
Week 5	Pastoral, Robin Hood, and Wild Men
Week 6	As You Like It
Week 7	Witchcraft and Literary Woods of Error
Week 8	Macbeth
Week 9	Humans in and/or of the cosmos
Week 10	King Lear
Week 11	Colonial territories
Week 12	The Tempest
Week 13	Final Presentations of seminar papers

Course content continued

English 403D - Salman Rushdie

Week 1	Writing "Home": <i>Midnight's Children</i>
Week 2	<i>Midnight's Children</i>
Week 3	Imaginary Homelands - Essays
Week 4	Shame
Week 5	Multi-Ethnic Britain: The Satanic Verses
Week 6	The Satanic Verses
Week 7	Step Across This Line - Essays
Week 8	Projecting America's Future: Fury
Week 9	Transnationality: East, West - short stories
Week 10	Shalimar the Clown
Week 11	Shalimar the Clown
Week 12	The Enchantress of Florence
Week 13	The Enchantress of Florence / Course conference

English 403E - Margaret Atwood: Novelist, Poet, Essayist

Week 1	Introduction
Weeks 2-3	Urban comedies: <i>Lady Oracle</i> and selected short stories from <i>Dancing Girls</i>
Weeks 4-6	Histories: <i>Alias Grace</i> , <i>The Journals of Susanna Moodie</i>
Weeks 8-9	Natural Histories: <i>Survival</i> and <i>Strange Things</i> plus selected poems, and stories from <i>Wilderness Tips</i>
Weeks 10-12	Dystopias: <i>The Handmaid's Tale</i> and <i>Oryx and Crake</i>
Week 13	Course conference