



**Douglas
College**

EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **MARCH, 2002**

B: Department/
Program Area: **LANGUAGE, LITERATURE AND
PERFORMING ARTS**

New Course		Revision	X
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If Revision, Section(s) Revised: **H, J, M, O, R**

Date Last Revised: **MAY, 2000**

C: ENGLISH 310 D: WORLD LITERATURE: E: 3
Great Works in Translation

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
This course is a study of major works of world literature grouped in a significant thematic, historic, or literary way.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Classroom related</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites: Any two 100-level English or CRWR courses as per College calendar; English 200 may be substituted for English 130 as per requirements in College calendar.</p>
	<p>I. Course Corequisites: None</p>
	<p>J. Course for which this Course is a Prerequisite: None</p>
	<p>K. Maximum Class Size: 35</p>

L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit
<input type="checkbox"/>	College Credit Non-Transfer
<input checked="" type="checkbox"/>	College Credit Transfer:

Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

<p>M: Course Objectives/Learning Outcomes</p> <p>The successful student should be able to</p> <ol style="list-style-type: none"> 1. recognize the significance of the literary and non-literary or cultural context of a work being studied, such as biographical, historical, mythological, and philosophical contexts; 2. read critically secondary sources, such as criticism and other texts by the same author, as an aid to comprehending the primary text being studied; 3. read critically and independently works or aspects of works not discussed in class; 4. understand the works studied in the context of a thematic, historic, or literary tradition; and 5. formulate a thesis on a given subject in one or more specific works and develop this, using suitable textual evidence.
<p>N: Course Content</p> <p>Selected literary texts (see sample list). Selected secondary source materials:</p> <ul style="list-style-type: none"> - autobiographical material - biography - literary criticism and theory - cultural and intellectual history - other arts (music, fine arts, film, etc.).
<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> - lecture/discussion - interviews - group work - instructor feedback on students' written work
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Sample reading list:</p> <p>Balzac, <i>Père Goriot</i> Dostoevsky, <i>Notes from Underground</i> Flaubert, <i>Madame Bovary</i> Goethe, <i>The Sorrows of Young Werther</i> Kafka, <i>The Metamorphosis</i> Mann, <i>Death in Venice</i> Pushkin, <i>Eugene Onegin</i></p>
<p>Q: Means of Assessment</p> <ul style="list-style-type: none"> - A minimum of 15% must be in-class paragraphs or essays. - A minimum of four evaluations, two of which must be academic essays with a combined value of at least 40% of the course grade. <p><u>Writing Competency Bar</u></p> <p>A student must achieve a grade of C- or better upon first submission of at least one required essay in order to achieve a grade of better than P in any university-transfer English course.</p>

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar

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